File "Gen. corresp."

January 22, 1964

Mr. John Walker
309 Mansfield Street
Apartment "D"
New Haven, Connecticut

Dear John:

I have failed you miserably in not writing sooner; and in not, now that I do write, writing more fully. I have been busy as can be, and on top of that Mildred was away for a week, and when she isn't here I am helpless as well as hopeless.

By now I am sure you don't need any suggestions from me. I think you all have a good idea, I think you need to be careful in your sponsorship, and above all in your selection of people. And I hope that despite my having let you down, you will call on me or on us for any help we can give.

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD/mmj

PA
VJL
PWL
MJ - file

February 1, 1964

Mr. Leslie Dunbar
Southern Regional Council
5 Forsyth Street
Atlanta, Ga.

Dear Les,

I did not have to have the note from you to know that you were still interested in what we now call the Southern Teaching Program. I was, however, happy to get it from you in that I had told the other members of our group that I had discussed the matter with you. You can also be assured that we still have a need for your advice and counsel. I can't elaborate now because I am somewhat rushed as usual but I am enclosing some of the the things we have taken off the mimeo machine.

You will be interested to know that we have requests from half a dozen colleges for approximately twenty graduate students to work in their summer programs. The colleges are: Lincoln (Mo.); Philander Smith (Ark.); Rust (Miss.); North Carolina College (N.C.); Shaw (N.C.); and St. _____ (N.C.) .

We are now developing a prospectus for a broader, more comprehensive program which we hope to present to Yale President Kingman Brewster this week. When we develop it we will forward a copy of it to you. In the meantime please consider the things we have forwarded to you and let us know about anything that crosses your mind which we ought to be considering.

Thanks again Les.

John

John W. Walker

file "WA" - Gen. Corresp.

Description of Program

SOUTHERN TEACHING PROGRAM
c/o Yale Law School
New Haven, Connecticut
Telephone: 562-3523

Many graduate and professional students at Yale, interested in Negro education, wish to teach in the South this summer. The Southern Teaching Program proposes to arrange for these students to work at Negro or integrated college summer schools as teachers or teaching assistants. If subsidized, they could staff courses that the college would not otherwise be able to provide, or could supplement the staffs of courses that are already provided.

They would live in the campus environment, in dormitories or in faculty accommodations. As well as teaching or working as assistants, they could be active in extracurricular activities such as discussion groups, dramatics, or newspapers. They could also offer informal advice on opportunities for graduate work in the North.

Administration of the Program:

1. Contacts with Southern Colleges:

We are seeking colleges that need teachers through the United Negro College Fund; through the Woodrow Wilson Foundation; through the North Carolina Governor's office; and through personal contacts.

2. Recruitment and Selection:

a. The colleges would be invited to specify how many teachers they need, in what fields, and how much responsibility summer teachers would have: hours of teaching, number of students, lectures or seminars, suggested curriculum, and special duties.

b. The recruiting for these positions would be done by students; they will publicize the plan primarily at Yale but elsewhere if necessary.

c. The colleges might either set up their own criteria for selection, or leave it in our hands. A suggested method is that volunteers should submit resumes and should be interviewed by a university representative. They might also be asked for letters of recommendation and a list of college courses they have taken.

3. Finance:

The colleges will provide room and board for each summer teacher, and, if possible, at least part of the salary. We will seek funds to supplement the contribution of the colleges.

Sent to Colleges

QUESTIONNAIRE

SECTION I

1. Name of college.

2. Address of college.

3. Name, address, and telephone of person to whom we should write in the future.

4. Dates of summer session.

SECTION II

1. In what fields do you need teachers, and how many in each?

2. Please describe on the next page the courses they are to teach.

3. What minimum qualifications do you require of applicants?

4. Have you any special suggestions about the procedure we should use in screening applicants?

SECTION III

1. Will you house teachers in college dormitories or faculty accommodations?

2. If so, will you charge them for room and board? How much?

3. Will you pay part or all of their salaries? If so, how much?

DETAILED DESCRIPTION OF TEACHING POSITIONS TO BE FILLED BY THE SUMMER TEACHING PROGRAM:

MAJOR SUBJECT	COURSES TO BE TAUGHT	TEACHING HOURS PER WK	NUMBER OF STUDENTS PER COURSE	LEVEL OF STUDENTS (e.g. high school srs. college jrs.)	TEACHING RESPONSIBILITIES: (lectures, seminars, laboratories, or other?)

(private)

Southern Teaching Program
c/o Yale Law School
New Haven, Connecticut

March 3, 1964

Dr. Willa B. Player
Bennett College
Greensboro, North Carolina

Dear Dr. Player:

Mr. John Watkins of the Internship Program of the Woodrow Wilson Foundation has suggested that you may be interested in the Southern Teaching Program, a program organized to place Yale graduate and professional students in Negro colleges to teach this summer. A statement describing this program is enclosed.

Depending on their education and previous experience, these graduate students could be used as full time teachers or as teaching assistants - the assistants might, for example, teach discussion classes or laboratories or guide small groups in research or writing. We hope that each student can be paid $50 per week of summer school plus room, board, and transportation. We are asking the colleges to pay at least room and board and part of the remainder, and we will seek funds to pay the rest.

We do not wish, of course, to take jobs away from regular faculty members by sending students to teach at low wages. But Yale graduate students might be useful to your college to increase your summer staff and thus reduce the course load of each teacher. Or you may wish to use our summer teachers in special summer programs, such as an intensive summer program for bright high school seniors, or a special honors program for college students, or an institute in a particular subject. Or our teachers might release your own faculty members to do advanced study during the summer.

We already have 83 applicants, who wish to teach the following subjects: English, including drama and creative writing (18), history (14), philosophy and religion (13), political science (4), music (3), art and architecture (6), French (6), German (4), Russian (3), Latin and Greek (1), economics (1), sociology (1), anthropology (1), biology (2), mathematics (4), physics (1), and chemistry (1).

I am enclosing a two-page questionnaire. If you wish to participate in this program, we would appreciate it if you would return these forms as soon as possible, even if you are

(Made)

not yet able to supply all the information requested. We especially need to know how many graduate students you want us to provide, in what fields, and how much money you can contribute to their support. As soon as you send us this information, we shall process the applications of students who meet your requirements.

Would you also please send us your college catalogue and, if available, a list of summer courses for 1963 or 1964.

These applicants are extremely interested in working in Southern colleges this summer. We hope that you can use some of them in your summer program.

Yours truly,

Harriet M. Bograd
Southern Teaching Program

Enclosures
cc: Mr. John Watkins

HMB/sf

Nik Foster

Cr. ref. Field Fd.

March 26, 1964

Mr. Maxwell Hahn, Director
The Field Foundation
250 Park Avenue
New York, N.Y.

Yale Univ.

Dear Mr. Hahn,

We are writing the Field Foundation because we know of Field's concern for the improvement of race relations in this country. We believe that our Southern Teaching Program is directed toward the same end in that we are a movement which works to "create leadership and develop individuals with qualifications which will permit them to make the most of all new opportunities which are opening."

The Southern Teaching Program will place well-qualified and carefully screened Yale graduate and professional students to teach in predominantly Negro colleges this summer. The specific purposes of the program are:

1) to provide graduate students with a way of becoming involved in civil rights other than through demonstrations;
2) to make it possible for the colleges to institute special summer programs;
3) to make it possible for the colleges to release regular staff members for summer study;
4) to supplement the staffs of the colleges so that smaller classes and more effective instruction can be provided;
5) to expose all the students involved to others of different races and different social and educational backgrounds;
and 6) to impress upon graduate students interested in teaching careers the extent of the need for well-qualified teachers in non-prestigious institutions.

We have had requests for sixty summer teachers from twelve schools. (See detailed list appended) Student response has also been overwhelming. More than 100 well-qualified graduate students from Yale and several other schools have applied to participate. We expect the final figure to exceed 125.

Announcement of the program has been made through posters and notices circulated throughout the university. A prospective participant is required to fill out an application form in triplicate, providing us with essential background information and two or three references. Applicants are later interviewed by university faculty members or administrators, acting in a non-official capacity. After this initial screening takes place, the applications of those students who are acceptable to us are forwarded tothe appropriate college in the South for consideration.

The Southern Teaching Program has been enthusiastically endorsed by President Brewster, Dean Rostow and others here at Yale as well as by all the Negro college presidents who have written us. (See appendix for examples) Indeed, Dean Rostow has provided us with money for administration of the program thus far. We have also consulted with Dean Rostow and Leslie H. Dunbar of the Southern Regional Council about the value of the program and means of financing it. They have encouraged us to write to you.

We want each student to receive $50 a week plus room, board and travel expenses. We have asked the colleges to provide as much of this amount as possible. After considering what portion of the expenses the colleges would provide we determined that our program will need $23,000 which we respectfully request from you. A detailed budget is appended. (We would want any grant to the Southern Teaching Program to be made to the Yale Law School which would administer it for us.) We are also writing to the Taconic, New World and Rabinowitz Foundations.

Included in the budget is $800 for a staff person. That person will travel in the South to compile a comprehensive report on the effectiveness of our program. We will also seek to get suggestions about how Yale and other Northern schools can help to improve the Negro colleges. The report he prepares will be extremely useful when we consider plans for the following year. We hope that our efforts will lead to a long-term summer program and a year-long program as well. President Brewster has promised to promote our idea for a long range full year program to a group of Southern and Northern educators in the fall if he is satisfied with our report.

We have enclosed examples of printed matter we have circulated, representative letters from Southern college officials and a copy of a letter we wrote to President Brewster earlier in the year.

We would like to call on you in a day or two to discuss our program and our request with you. My present plans are to be in New York on Thursday and Friday of this week and I will be available to discuss this matter with you on one of those days if it can be arranged. Otherwise please let us know what time will be convenient for you.

Sincerely,

John W. Walker,
Southern Teaching Program

cc: President Kingman Brewster, Yale Univ.
Dean Eugene V. Rostow, Yale Law School
Dr. Leslie R. Dunbar, Southern Regional Council
Miss Harriet Bograd, Southern Teaching Program

Colleges Participating in Southern Teaching Program

1) Bethune-Cookman College, Daytona Beach, Florida, requests four teachers for their Summer Study Skills Program for entering high school seniors.

2) Bishop College, Dallas, Texas, has asked for five teachers, some to teach in the regular summer school session, others in the special remedial program in Mathematics and English for entering freshmen.

3) Central State College, Wilberforce, Ohio, will use four teachers. This item does not appear on the budget.

4) Lane College, Jackson, Tennessee, has hired four teachers for the regular summer school session.

5) Miles College, Birmingham, Alabama, will use at least one and probably two teachers.

6) Morris Brown College, Atlanta, Georgia, will probably use five or six teachers in their Enrichment Program for pre-freshmen in English and Mathematics.

7) Philander Smith College, Little Rock, Arkansas, will probably use six teachers.

8) Rust College, Holly Springs, Mississippi, will use six teachers for the regular summer session.

9) St. Augustine's College, Raleigh, North Carolina, will employ two students to teach in the regular summer program.

10) Texas Southern University, Houston, Texas, has hired ten of our teachers for this summer, some in the regular summer session, others in special remedial and basic skills courses.

11) Tuskegee Institute, Tuskegee, Alabama, will hire six teachers. We have only recently heard from Tuskegee, so this item does not appear in the budget either.

12) Winston-Salem College, Winston-Salem, North Carolina, will take two of our teachers for their regular summer program.

PRELIMINARY BUDGET FOR THE SOUTHERN TEACHING PROGRAM

Stipends for 60 summer teachers		$21,000
Based on average cost of $350 per teacher for 54 teachers already requested. See chart on next page.		
Administrative expenses		2,000
Summer staff member:	$800	
Travel expenses:	800	
Telephone, postage, typing until end of summer:	400	
Total		$23,000

Teachers already requested by colleges:
(all figures are tentative)

College	number of teachers we will provide	number weeks in summer session	contribution of college (salary per teacher per week	our contribution per teacher* salary	room & board	transportation	total cost per college
Bethune-Cookman College Daytona Beach, Fla.	4	6	$25	$150	0	$100	$1000
Bishop College Dallas, Tex.	5	12	25	300	0	150	2250
Lane College Jackson, Tenn.	7	10	25	250	0	100	2450
Miles College Birmingham, Ala.	5	8	50	400	0	100	2500
Morris Brown College Atlanta, Georgia	5	8	50	400	0	100	2500
Philander Smith College Little Rock, Ark.	6	10	0	500	0	100	3600
Rust College Holly Springs, Miss.	5	10	25	250	0	100	1750
St. Augustine's College Raleigh, N.C.	2	5	0	250	0	100	700
St. Paul's College Lawrenceville, N.C.	3	6	50	0	0	100	300
Texas Southern University Houston, Tex.	10	8	50	0	0	150	1500
Winston-Salem State College Winston-Salem, N.C.	2	9	50	0	0	100	200
Total	54						$18,750

54 teachers already requested: $18,750
average cost per teacher: approximately $350
projected cost for 60 teachers: $ 21,000

* Each summer teacher will be paid $50 per week of summer school, plus room, board, and transportation. The colleges will contribute the room and board.

May 18

file

~~H E P~~ Check

Summer - Good

full year - semester Woodrow Wilson

John Watkins

W Wilson Natl Fellowship Prospect

WA 4-4666

Bob 6-92

File
Walker, John
re: Teaching Program
Cr. ref.
"BO" gen. corresp.

June 4, 1964

Miss Harriet Bograd
411 E. 41st Street
Patterson, New Jersey

Dear Miss Bograd:

I cannot get North this week or next, but I would be glad to see you in Chapel Hill if that is convenient for you.

I shall be checking into the Carolina Inn in Chapel Hill about 9:00 p.m. Thursday, June 11, and will be there until Saturday afternoon. I have to speak Saturday morning, and I am supposed to be in attendance at meetings on Friday morning and afternoon.

After my arrival on Thursday night I shall be conferring with Dr. G. Franklin Edwards about doing part of the evaluation. I have already talked with Dr. Edwards by telephone, and he is interested, though as yet uncommitted. You might help me commit him. You could also help me fill in the details.

You will be interested to know that I have also talked with Dr. Lionel Newsom, Professor of Sociology at Morehouse College and President-Elect of Barber Scotia College. Dr. Newsom has agreed to undertake a share of the evaluation.

Dr. Newsom is coming in to see me on Monday, June 8, for further discussion.

These are two excellent men.

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD/mmj
cc: Miss Jane Lee Eddy
Mr. John Walker

Jule Walker John (Yale Univ) a. ref "PO" gen. corresp.

via air mail June 5, 1964

Miss Harriet Bograd
411 E. 41st Street
Patterson, New Jersey

Dear Miss Bograd:

I cannot get North this week or next, but I would be glad to see you in Chapel Hill if that is convenient for you.

I shall be checking into the Carolina Inn in Chapel Hill about 10:00 a.m. Friday, June 12, and will be there until Saturday afternoon. I have to speak Saturday morning, and I am supposed to be in attendance at meetings on Friday morning and afternoon.

After my arrival on Friday morning I shall, however, find time to confer with Dr. G. Franklin Edwards, who will be at the same conference, about doing part of the evaluation. I have already talked with Dr. Edwards by telephone, and he is interested, though as yet uncommitted. You might help me commit him. You could also help me fill in the details.

You will be interested to know that I have also talked with Dr. Lionel Newsom, Professor

of Sociology at Morehouse College and President-Elect of Barber Scotia College. Dr. Newsom has agreed to undertake a share of the evaluation. Dr. Newsom is coming in to see me on Monday, June 8, for further discussion.

These are two excellent men.

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD/mmj
cc: Miss Jane Lee Eddy
Mr. John Walker

June 12, 1964

Memorandum

to: Mr. Leslie Dunbar, Southern Regional Council

from: Harriet Bograd, Southern Teaching Program

re: Evaluation of Southern Teaching Program by Southern Regional Council

Proposed uses of the study:

Either the Taconic Foundation or President Kingman Brewster of Yale is willing to call a conference in early fall of representatives of Northern and Southern colleges and foundations to plan a large-scale program of cooperation between Northern and Southern colleges. In the past, such conferences have ended in vague commitments to future cooperation.

Recently, students, faculty, and administrators at many Northern universities have expressed an interest in working with predominantly Negro colleges. But only few of these have succeeded in channeling their interest into active programs. And some programs which have been begun have been based on insufficient information about what programs the Negro colleges want or need.

The Southern Regional Council's report, which would evaluate in detail the experience of the Southern Teaching Program, and would survey other proposed and established programs, would serve as a basis for a more fruitful conference. Hopefully, participants in this conference would decide which programs deserve priority, and what institutions should administer these. They would make concrete plans for a massive program of cooperation to begin no later than June or September, 1965.

The SRC report, along with the reports of our participants, would also provide a basis for our decision whether to continue or expand our program next year, and for our recommendations to Mr. Brewster concerning what programs Yale University should establish.

This summer's Southern Teaching Program:

The Southern Teaching Program was organized because a group of Yale law students was impressed with the number of graduate and professional students who were eager to spend the summer teaching in predominantly Negro colleges. Last December, however, we did not know if the services of these graduate students could be effectively used during the summer. We did not even know what types of problems might arise. But we thought it would be worthwhile to begin

an experimental program, and we hoped that the summer's experience would provide a basis for planning future programs.

We hope that this summer we will learn answers to the following questions, among others:

Were graduate students able to serve as effective teachers, even though many of them had no previous teaching experience, and they had only a short time to adjust to a new environment?

How were the participants received by students, other faculty members, administrators, the local community?

In what ways did the program benefit the participating summer teachers, their students, or the college in general?

What problems were encountered? Could we have helped to avoid these by planning?

This year the decisions of how these graduate students would be used were made entirely by the college administrators. We merely listed a number of possibilities in our introductory letter. If this program were to be repeated in 1965 we want to know whether we should offer to participate in planning of teaching assignments. Should we recommend that our teachers be given full faculty teaching loads, or full responsibility for fewer courses, or that they be used as teaching assistants - to lead small discussion groups, laboratories, or to tutor individual students? The Woodrow Wilson Internship program, for example, requires their interns to be assigned three-quarters of a normal teaching load, and to have one-quarter of their working time free to work with honors students.

This summer's program may also suggest solutions to the following questions:

Was this year's selection process satisfactory? What qualities should we look for in future participants?

What type of orientation program is desirable? Would any suggestions about teaching methods have been helpful?

How much should we communicate with participants during the summer? (This summer we planned to leave them on their own as much as possible).

Were the financial arrangements satisfactory? Should we have requested carefully drafted contracts? Should we have asked that the colleges pay as much of the salaries as they could? Or were the grants we made for salaries helpful? Was there a significant difference this summer between the treatment of our teachers at colleges which paid the salaries and at colleges at which we contributed the salaries?

Did any emergencies arise for which we should have been better prepared? Were any participants arrested, fired?

Was it wise to avoid national publicity until after the summer? What types of publicity are desirable in the future?

Future Summer Programs:

With very little publicity this year, we received more than 130 applications. If we established contacts at other institutions as well as Yale we could find literally thousands of highly qualified graduate and professional students to teach in the South during the summer. This program is attractive to graduate students because it offers them, without financial hardship, the opportunity to work in a challenging job, to teach for the first time (this applies to most but not all participants), and to live in a new environment. Of course, if the program were open to undergraduates or to recent B. A.'s, the number of potential applicants would be limitless, and probably many of these would be willing to work for subsistence wages.

Our question is whether it is possible and desirable to expand the summer programs. Could many more honors and remedial programs be established? Should these be located at Southern or Northern Colleges? Could we staff new programs for high school, elementary school, or pre-school children? Who should administer these programs? Can graduate students be used to teach in Southern colleges in large numbers to release faculty members to do advanced study during the summer?

Are such summer programs a wise use of our time and foundation funds? Or should we direct our efforts in the future to full-year programs only?

Evaluation of year-round programs:

For questions concerning specific proposals which interest us, see section III of the questionnaire we gave to one summer teacher at each college.

The report might also briefly compare and evaluate other programs, including: the Woodrow Wilson Internship Program; the "sister school" relationships (Michigan-Tuskegee, Brown-Tougaloo, Wisconsin-North Carolina College, -North Carolina A. &. T., -Texas Southern University); the University of Pittsburgh-United Negro College Fund program, (which has emphasized recruiting Negro graduate and professional students for Pittsburgh); the summer institutes for Negro college faculty members, at Princeton, Indiana, North Carolina State, and ; the John Hay Whitney Opportunity Fellowship program; etc.

Harriet Bograd

File
Walker John
"Southern Teaching Prog
Yale 71"

June 16, 1964

Professor Lewis Killian
Florida State University
Tallahassee, Florida

Dear Lew:

I am enclosing two (2) documents which will give you some idea of what I talked to you about in Chapel Hill. With the encouragement of Yale, and modest foundation funds from three sources, about 55 students are off this summer teaching summer sessions at 13 Negro colleges in the South. They are graduate students or law students; about one-half from Yale, and about one-half from other northern universities. The enclosed questionnaire is to be completed by each of the student instructors at the end of the summer.

One of the foundations supporting this is Taconic. Taconic is very much interested in having a sound, professional evaluation done of this program as a guide to future undertakings. Somehow I have got in the middle, with the chore of arranging for this evaluation.

As I see it, the report should try to answer the general question of whether this kind of program -- throwing highly trained, but inexperienced, and very bright young people into such situations, under such circumstances -- makes educational and sociological sense. Secondly, it should

propose guideline ideas for northern universities interested in assisting Negro higher education in the South. I think the report should examine the reaction of the campuses to the instructors, and the instructors to the campuses. It should indicate some notes on the summer sessions at the colleges. It should comment on the selection, preparation, and utilization of the instructors.

We shall, of course, need to state the purpose and methodsof the study better than the above. In the meantime, I am trying to put together a team of people to get it done. Franklin Edwards will help in the formulation of the study, and in preparing the final report; he cannot undertake, however, any visits. Lionel Newsom, Professor of Sociology at Morehouse College and President-elect of Barber Scotia College, will do some visits. Although not yet definite, I believe Kenneth Morland and Theophilus McKinney (whom I met for the first time at Chapel Hill) will take a couple each, and I have other feelers out.

I hope very much that you can do Bethune-Cookman for us. The session there runs from June 22 through August 1, and 4 student instructors will be there: from Yale Divinity, Bryn Mawr, Wesleyan, and another from Yale (I think). They will be teaching reading, chemistry, mathematics, and English.

If you can do this, what would be involved would be as follows. You would shortly receive from me a draft formulation of the study, and will be invited to critique it ruthlessly. After this is shaped up, you could choose any time during the period of the summer session to visit Bethune-Cookman; I would think two or three days should do it. We would like then, at your convenience, a memorandum-report. Some time in the fall, we would hope to get the whole "team" together, probably here in Atlanta, to discuss the report.

I am a little out of touch with academic consultant fees these days, and you might advise me about that, if you would. Would $40.00 per day, plus expenses be satisfactory?

I hope you can do this.

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD/mmj
Enclosures--2.

File
Walker, John
"Southern Teaching Prog"
Cycle 21

June 16, 1964

Professor Theophilus E. McKinney, Jr.
Department of Political Science
Southern University
Baton Rouge 13, Louisiana

Dear Professor McKinney:

I am enclosing two (2) documents which will give you some idea of what I talked to you about in Chapel Hill. With the encouragement of Yale, and modest foundation funds from three sources, about 55 students are off this summer teaching summer sessions at 13 Negro colleges in the South. They are graduate students or law students; about one-half from Yale, and about one-half from other northern universities. The enclosed questionnaire is to be completed by each of the student instructors at the end of the summer.

One of the foundations supporting this is Taconic. Taconic is very much interested in having a sound, professional evaluation done of this program as a guide to future undertakings. Somehow I have got in the middle, with the chore of arranging for this evaluation.

As I see it, the report should try to answer the general question of whether this kind of program -- throwing highly trained, but inexperienced, and very bright young people into such situations, under such circumstances -- makes educational and sociological sense. Secondly, it should propose

guideline ideas for northern universities interested in assisting Negro higher education in the South. I think the report should examine the reaction of the campuses to the instructors, and the instructors to the campuses. It should indicate some notes on the summer sessions at the colleges. It should comment on the selection, preparation, and utilization of the instructors.

We shall, of course, need to state the purpose and method of the study better than the above. In the meantime, I am trying to put together a team of people to get it done. Franklin Edwards will help in the formulation of the study, and in preparing the final report; he cannot undertake, however, any visits. Lionel Newsom, Professor of Sociology at Morehouse College, and President-elect of Barber Scotia College, will do some visits. Although not yet definite, I believe Kenneth Morland of Randolph Macon Woman's College and Lewis Killian of Florida State University will take a couple each, and I have other feelers out.

The colleges, with closing dates in parentheses, are the following: Arkansas A. M. & N. (7/31); Bethune (8/1); Bishop (8/21); Central (8/9); Lane (8/15); Le Moyne (7/31); Miles (8/7); Philander (8/7); Rust (8/7); St. Augustine (7/31); Texas Southern (8/14); Tuskegee (7/15); Winston-Salem (8/14). I would hope you could take two or three.

If you can do this, what would be involved would be as follows. You would shortly receive from me a draft formulation of the study, and will be invited to critique it ruthlessly. After this is shaped up, you could choose any time during the period of the summer session to visit your schools; I would think two or three days apiece should do it. We would like then, at your convenience, a memorandum-report. Some time in the fall, we would hope to get the whole "team" together, probably here in Atlanta, to discuss the report.

I hope you can do this.

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD/mmj
Enclosures - 2.

See Walker, John Yale Univ Summer Teaching Prog.

June 19, 1964

Dr. Lionel Newsom
Department of Sociology
Luther College
Decorah, Iowa

Dear Lionel:

This is just a note to apologize for not having got in touch with you earlier in the week as I had said that I would. I shall be writing to you in more detail in a few days.

In the meantime, Franklin Edwards cannot make any visits for us, but has consented to participate in the formulation of the study and in the discussion of its final report. I have, therefore, had to adopt the expedient of recruiting a team of people to do the visits, and so far have come up with Tilman Cothran, T. E. McKinney of Southern University, Lewis Killian of Florida State and, hopefully, Kenneth Morland. The remaining problem on this aspect is scheduling; everybody prefers August.

I shall work out the schedule next week along with a draft statement of the study for your review, and will be writing to you.

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD/mmj

THE FLORIDA STATE UNIVERSITY

TALLAHASSEE

DEPARTMENT OF SOCIOLOGY

June 19, 1964

Dr. Leslie W. Dunbar
Executive Director
Southern Regional Council, Inc.
5 Forsyth Street, N.W.
Atlanta, Georgia

Dear Leslie:

After considering your memorandum and examining my schedule, I would be able to do the evaluation at Bethune-Cookman if it can be done during the week of July 26 through August 1. I gather from your letter that the early part of that week would be a good time from your standpoint. As to the consultant fees, let me put it this way--$40.00 per day would be satisfactory but I think it is a little below the going rate. Fifty dollars would be more appropriate. Please take this as frank advice rather than as haggling.

It was a real pleasure to be with you in Chapel Hill. I wish Grigg and I could have been present for your discussion Saturday morning.

Sincerely yours,

Lewis

Lewis M. Killian

LMK:sm

Southern Teaching Program
c/o Yale Law School
New Haven, Connecticut
June 24, 1964

Dr. Leslie Dunbar
Southern Regional Council
5 Forsyth Street
Atlanta, Georgia

Dear Dr. Dunbar,

John Walker asked me to send you the applications of the participants in our Southern Teaching Program. I hope that they will be helpful to you in your study of the program. Since these are the only copies we have, I would appreciate it if you could duplicate them and send the originals back to us.

John and I are both working at the NAACP Legal Defense Fund, 10 Columbus Circle, New York City, and we can be reached there.

I shall look forward to hearing from you.

Sincerely yours,

Peter L. Zimroth

Peter L. Zimroth
Southern Teaching Program

File
Walker, John
Yale Univ. Summer Teaching Prog.

MEMORANDUM

June 25, 1964

To: Mrs. Jane Lee Eddy
Miss Harriet Bograd
John Walker

From: Leslie W. Dunbar

Re: Summer Teaching Program

-:-

I invite your ruthless comments on the enclosed statement of the study.

For your information, I am enclosing also a copy of my memorandum to the consultants. Among other things, this will show you the line-up.

This is a special message to John Walker. I need immediately: (1) a revised, accurate list of the student instructors at each college, their courses, and the designation of the "school contact" at each place; (2) copies of the applications filed by each of the participants.

I think we have a very select team put together here as consultants. All of them are busy people, and as a result some will have to schedule tightly, and may have to do some of their visits on a weekend, plus a Friday or a Monday. Please keep this in mind as you consider the question of holding a mid-summer conference of the participants. If you decide to do so, please check with me on the date.

I hope to hear from each of you soon.

All good wishes.

-:-

MEMORANDUM June 25, 1964

To: Tilman Cothran, Atlanta University
G. Franklin Edwards, Howard University
Lewis Killian, Florida State University
T. E. McKinney, Southern University
Kenneth Morland, Randolph-Macon Woman's College
Lionel Newsom, Morehouse College

From: Leslie W. Dunbar
Southern Regional Council

I am enclosing a draft, which I have prepared, formulating the evaluation that you have agreed to participate in.

I have less experience than any of you in doing this kind of thing. I, therefore, not only invite, but beseech, your extensive revision of this draft. Send me your suggestions, and I shall incorporate them as well as I can into the final statement.

Unfortunately, I shall have to ask you to move rather quickly in responding to it. The summer sessions are fast moving along. Hopefully, I would like to have your comments back in time so that this statement could be revised and sent out to you again before the Fourth.

The first section of the outline reflects my understanding of what the Taconic Foundation and the Yale students have asked us to do. Implicit in "B" is the specific possibility of a northern university, such as Yale, releasing young instructors or assistant professors for a year's teaching in the South and also the general issue of "big brother" arrangements such as the Michigan-Tuskegee or Brown-Tougaloo plans.

You will note from the outline several things I must get to you: the name of the "school contact"; the completed application of each so-called Student Instructor; a copy of the questionnaire each S.I. will complete at the end of the summer.

Memorandum - 2.
June 25, 1964

The assignment of schools is as follows (Edwards will be able to help only in the critique of the attached statement and in the preparation of the final report.):

School	Date	Consultant
Arkansas AM & N	6/1-7/31	Cothran
Bethune-Cookman	6/22-8/1	Killian
Bishop	7/13-8/21	McKinney
Central	6/15-8/9	Newsom
Lane	6/8-8/15	Newsom
LeMoyne	6/15-7/31	Newsom or McKinney
Miles	6/8-8/7	Newsom
Philander-Smith	5/31-8/7	Cothran
Rust	5/30-8/7	Morland
✓St.Augustine	6/22-7/31	Morland - Report Rec'd
Texas Southern	6/15-8/14	McKinney
✓Tuskegee	6/8-~~7/15~~ 8/8	Morland - Report received
Winston-Salem	6/15-8/14	Cothran

This will confirm what I have not, in fact, discussed yet with all of you -- some of you are very trusting -- and that is that the consulting fee we can offer is $50.00 per day (plus, of course, travel expenses) for the visits and the writing of your memoranda. We would hope (because the budget requires it) that for the Fall meeting only expenses would be paid.

Please let me hear from you as soon as possible.

- END -

DRAFT

Evaluation of the Southern Teaching Program

I. Purposes of Evaluation

A. To examine and discuss the educational and sociological validity of an enterprise such as the Southern Teaching Program, conceived as a program which places well trained but youthful instructors for temporary appointments on the faculties of Negro colleges.

B. On the basis of observations of this program, to discuss the general question of sound and feasible ways through which strong colleges and universities may aid weaker ones.

II. Procedure

A. Each participating college will be visited for a 2, or possibly 3, day period by a consultant, who will subsequently report his findings in a memorandum to the Southern Regional Council. The consultant shall, in his own judgment, select the persons to be interviewed (except that he will talk with all Student Instructors, separately or together as the consultant chooses); he will also sit in classes, unless, for one reason or another, this is not feasible.

(1) The memorandum will follow the questions indicated in III (below), and will also suggest conclusions or reflections on the two issues posed in I (above); the consultant may, however, choose to address himself to I in a later and separate memorandum.

(2) In advance of his visit, the consultant will advise the college president, or other appropriate official, of his coming, and will also advise that Student Instructor designated as "school contact," whose responsibility it will be to insure that all S.I.'s are on hand during the visit.

(a) In advance of his visit, the consultant will be given a copy of the application filed by the S.I.'s for participation in the program.

B. At the conclusion of the summer session, each college President will be requested by letter from S.R.C. to:

(1) evaluate the S.I.'s at his school;

(2) evaluate the experiment and to indicate whether he would wish to repeat and, if so, with what modifications.

C. At the conclusion of the summer sessions, each S.I. will complete a questionnaire; copies of these will be forwarded to S.R.C.

D. From the memoranda of the consultants, supplemented by the responses of the presidents and the returns of the S.I.'s, an evaluation report will be drafted by S.R.C. and circulated to the consultants.

E. SRC will convene the consultants in the fall of 1964 to discuss and revise the draft. The final report should reflect the consensus of all consultants, and should be submitted in their names to the supporting foundations and to Yale University.

III. Guideline Questions for the Consultants' Evaluation (It is recognized that these questions can be in some cases only tentatively and impressionistically answered.)

A. What is the campus (i.e., the whole college community) reaction to the S.I.'s and their role? (The reaction of faculty colleagues, administration, + students

B. What is the reaction to the S.I. of the off-campus Negro community? Of the white community? (No extensive interviewing is contemplated, + campus

C. What is the intellectual and emotional reaction of the S.I. to the campus (total) and to the community generally? (It would be of interest here to

D. What has been the student-teacher adjustment?

informants may well be qualified to report on the question. However, if the consultant can easily check other, non-campus, sources, please do so.)

a section on the presence of any interracial experience the white S.I. has had.

should be checked against.)

E. What are your impressions as to the maturity and professional competence of the S.I.?

(1) Would you regard him as probably qualified to teach or assist in the course(s) he is offering or assisting in at your own school?

F. What specific problems of educational or social interest have arisen during the S.I.'s service? How handled?

G. What are the actual responsibilities, including courses, number of students, etc., of the S.I.?

I. What physical accommodations for living & study are provided for or obtained by the S.I.?

What is the relationship among the S.I.'s themselves? Esprit de corps?

level of students

File: Yale Univ: Summer Teaching Prog.

July 2, 1964

Professor Kenneth Morland
c/o Mrs. James Alto Ward
3534 Rock Hill Road
Birmingham 13, Alabama

Dear Ken:

Tripp is the school contact. Please return these applications at your convenience later in the summer.

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD/mmj
Enclosures

photocopy of ltrs. from G. Franklin Edwards, 6/29/64
and Lewis Killian, 6/29/64

Student Teacher applications for: James Todd Tripp
Elizabeth Molodovsky
Hans Henrich Hock
Robert E. Filner
Henrietta Yancy

July 6, 1964

Mr. John Walker
NAACP Legal Defense and Educational Fund
10 Columbus Circle
New York, New York

Dear John:

I have a letter from Harriet Bograd. In it she says in reference to my student memorandum: "In section IIC you say that each student instructor will complete a questinnaire at the end of the summer. Do you expect us to distribute a questionnaire, similar to the first part of the draft questionnaire I gave you, to all the S.I.'s? Or do you wish to construct a new form and distribute it? If you want us to handle the S.I. questionnaires, please tell this to John Walker or Peter Zimroth. (It is possible that you have already discussed this with them.)"

I don't understand this. My information was that you were having each S.I. complete the questionnaire, per the enclosed. Is this not correct?

I hope very much that you will see to it that we get a copy of a completed questionnaire from every S.I.

Could you please send me a couple more lists of the participants?

We did not receive an application for Robert Walker, who, according to your list, is to be teaching at Texas Southern. Please forward immediately.

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD/mmj
Enclosure - 1.

write JW

Box 176
Texas Southern University
Houston, Texas
July 2, 1964

Mr. Leslie Dunbar
Southern Regional Council
Room 201, 5 Forsyth Street, N. W.
Atlanta, Georgia

Dear Mr. Dunbar:

Thank you for sending me the memorandum. I am completely satisfied with the draft statement of the study.

In section II C you say that each student instructor will complete a questionnaire at the end of the summer. Do you expect us to distribute a questionnaire, similar to the first part of the draft questionnaire I gave you, to all the S. I.'s? Or do you wish to construct a new form and distribute it? If you want us to handle the S. I. questionnaires, please tell this to John Walker or Peter Zimroth. (It is possible that you have already discussed this with them).

The program at Tuskegee will last until August 8, rather than July 15. Please forgive me for forgetting to correct this error on your list of participants.

One question which might be added to the statement of the study is whether the summer program at participating colleges can be expanded. This question might be addressed to the consultants or to the college presidents. Perhaps this is unnecessary, however, since it may be implicit in question II B 2.

All nine of us at Texas Southern are having a rewarding teaching experience. Eight of us each teach one section of eight entering freshmen one-and-a-half hours a day. This seems to me to be an ideal teaching situation for beginning teachers. We have time to give extensive attention to each student, and the students are responding enthusiastically.

It was a pleasure to meet you in Chapel Hill. Thank you again for conducting this study.

Sincerely,
Harriet M. Bograd
Harriet M. Bograd

cc. John Walker
Peter Zimroth

Southern Teaching Program
c/o Yale Law School
New Haven, Connecticut

Questionnaire - Evaluation of this summer and future prospects of the Southern Teaching Program.

Information to be gathered about each college:

I. Factual information
(you will receive a detailed questionnaire later.)

II. Summer program
(We may ask every summer teacher to complete this section himself.)

A. How many teachers from our program taught this summer? What types of work did they do? Where did they live and eat? How much teaching responsibility did they have? Who supervised their work? Were any of these arrangements unsatisfactory? In what way?

B. How did the summer teachers spend their free time? Did they become involved in special projects? Any experiences which would be helpful to future teachers in our program?

C. What were the major frustrations? Please describe problems that arose in working with students, with other faculty members, with administrators, with the local community (white or Negro). Problems concerning teaching? Social life? Could any of these problems have been avoided by planning beforehand? Through selecting summer teachers in a different way? Through negotiating with the colleges?

D. What qualities should we look for in future teachers? Would any kind of orientation program have been useful? What kind?

E. What were the major satisfactions of the summer? Was the experience valuable? Why? (In other words, what would you say was 'the purpose of the program'?)

F. Was the experience different from what you expected? In what way?

G. What advice would you give to a teacher selected for summer, 1965?

III. Future programs

Before you write this section, please discuss this with a variety of people on campus, without making it too much of an issue (you probably would prefer to remain in the role of an ordinary teacher, rather than a 'spy.') Especially, talk to the president, dean, and various faculty members.

A. What sorts of programs would appeal to the college? <u>What problems do you foresee in each</u>?

1. Future summer teaching, like this summer program.

2. Could next year's summer program at your college be expanded? Are they interested in using our teachers for new honors or remedial programs?

3. Year-round program sending graduate students and faculty members south. About how many teachers from the North could the college absorb? In what fields are teachers most needed? What minimum qualifications would be required? What would the typical salary be?

4. Short-term visits by professors from Yale and other schools - for lectures, seminars, etc.. In what fields would short-term visitors be especially appealing? Can this begin in 1964-1965? (Perhaps you can prepare concrete plans for this.)

5. Encouraging undergraduates from the Negro colleges to apply to graduate schools in the North. What kinds of services are most needed? Information? Scholarships? Representatives of the Northern schools to come south for interviews?

6. Encouraging faculty members to come north for a year or more.
   a. Would any of the teachers at your college be qualified to teach at a place like Yale? About how many?
   b. Would others be qualified and interested in studying at Yale for an advanced degree?
   c. Would many want to spend a year at Yale without formal credit?
   d. Would any want to come as post-doctoral Visiting Fellows?

B. What financial arrangements would be necessary to make any of the above programs succeed? For example, does your college already have a sabbatical program? Is it adequate?

C. Do you have any suggestions about how any of these programs should be administered?

1. By us as students?

2. By Yale University?

3. By a foundation?

4. By a new organization? How should it be created and organized?

5. Or should there be many different programs, run by different organizations? If so, what kind of coordination would be desirable?

(In answering the above, please focus on what you think would be acceptable to the people at your college.)

D. What other types of programs do you think should be created?

1. All terms recited;

a. Faculty & administration reaction to Instructor

b. Instructor reaction to college

2. Observation & impression as to adjustment which Instructor & her students making to each other

3. Notes on Summer program of the college

4. Examine & evaluate Instructor session end reports

5. Select reports from college president

6. Does program, in general, make educational & sociological sense?

7. How could selection & preparation Instructors be improved (career application)? Utilization improved?

file - STP - 1964
Corresp - gen.

MEMORANDUM July 6, 1964

To: Tilman Cothran, Atlanta University
G. Franklin Edwards, Howard University
Lewis Killian, Florida State University
T. E. McKinney, Southern University
Kenneth Morland, Randolph-Macon Woman's College
Lionel Newsom, Morehouse College

From: Leslie W. Dunbar
Southern Regional Council

I have heard from each of you regarding the draft, and have tried to incorporate all suggestions made. The attached memorandum, therefore, will be our study design.

Cothran and McKinney telephoned, and the others of you wrote. I cannot reproduce the telephone calls but, in order that we may have a full sharing of ideas, I am enclosing copies of the letters received.

Enclosed also is one copy of the list of participants, a copy of the questionnaire each student will fill out at the end of the summer, and the applications of your S.I.'s. We have been requested to return the applications at the end of the summer. You will notice on the list of participants that at each school one name is starred as being the "school contact."

If you require a travel advance, please let me or my secretary know.

All good wishes, and thank you.

Evaluation of the
Southern Teaching Program

I. Purposes of Evaluation

A. To examine and discuss the educational and sociological validity of an enterprise such as the Southern Teaching Program, conceived as a program which places well trained but youthful instructors for temporary appointments on the faculties of Negro colleges.

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(1) The memorandum will follow the questions indicated in III (below), and will also suggest conclusions or reflections on the two issues posed in I (above); the consultant may, however, choose to address himself to I in a later and separate memorandum.

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(a) In advance of his visit, the consultant will be given a copy of the application filed by the S.I.'s for participation in the program.

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(1) evaluate the S.I.'s at his school;

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A. What is the campus (i.e., the whole college community) reaction to the S.I.'s and their role? (The reaction of faculty colleagues, administration, and students should be each ascertained.)

B. What is the reaction to the S.I. of the off-campus Negro community? Of the white community? (No extensive interviewing is contemplated, and campus informants may well be qualified to report on this question. However, if the consultant can easily check other, non-campus, sources, please do so.)

C. What is the intellectual and emotional reaction of the S.I. to the campus (total) and to the community generally? (It would be of interest here to ascertain what previous, if any, interracial experience the white S.I. has had.)

D. What has been the student-teacher adjustment?

E. What are your impressions as to the maturity and professional competence of the S.I.?

(1) Would you regard him as probably qualified to teach or assist in the course(s) he is offering or assisting in at your own school?

F. What is the relationship among the S.I.'s themselves? Esprit de corps?

G. What specific problems of educational or social interest have arisen during the S.I.'s service? How handled?

H. What are the actual responsibilities, including courses, number of students, level of students, etc., of the S.I.?

I. What physical accommodations for living and study are provided for or obtained by the S.I.?

LUTHER COLLEGE DECORAH, IOWA

July 2, 1964

Dr. Leslie W. Dunbar
Southern Regional Council, Inc.
5 Forsyth Street, N.W.
Atlanta 3, Georgia

Dear Leslie:

I am in happy receipt of your letter and memorandum. My tardiness is due to my departure for Seattle upon receiving them. I have returned and have read them carefully. I see no need for major changes in it (memo), however, I raise one question: Will the Student Instructor work as an assistant to some permanent faculty member or will he be on his own? If he is working in collaboration with a permanent faculty member then I suggest that the permanent faculty member be asked to write his evaluation of the experiment as the President is asked. So often we omit the student. What do you think of the evaluation of the students (a few) who are being taught by the Student Instructors? I am not convinced that this is not desirable yet I can understand if you and the committee feel this unnecessary. One last comment: Students react differently to visiting teachers because they know that the visitor will not be around for graduation and/ or as references after graduation. Just a thought.

I have looked at the schedule and the map and I would like to do the four you suggest. It will be easy to do Central State on my way home from Decorah but Memphis and Lane could be done on the same trip. No, Memphis must be done as you suggest on my way back though it is a bit West after coming East but the closing date makes it essential that it be done before July 31st. Send me the file on Central State and LeMoyne and I will prepare to go there before coming to Atlanta. Later I'll make Lane and Miles.

Thanks, let me hear from you soon.

Sincerely,

Lionel

Lionel H. Newsom

P.S. I leave here on the 24th

Rec'd 7/1/64

RANDOLPH-MACON WOMAN'S COLLEGE
LYNCHBURG, VIRGINIA

DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

June 30, 1964

Mr. Leslie Dunbar
Southern Regional Council
5 Forsyth St., N. W.
Atlanta, Ga. 30303

Dear Leslie:

I arrived in Birmingham last night and found your letter waiting for me. The draft of your evaluation is clear, and, in my opinion, in the only form that is feasible under the circumstances. The evalutation cannot be highly structured but must be somewhat exploratory and impressionistic. If it is done another year, it is possible to build a more presise method of measurement. My one suggestion is to make more explicit in Part III the relation between the S.I.'s and other members of the faculty, from the point of view of each. As a rule there is not enough teaching during summer sessions to employ all of the regular faculty (at least that has been my experience). One of the things to look for is to find out whether the S.I.'s have lightened the burden of the summer faculty, have complemented their teaching, or have offered some form of competition.

I called you this morning to ask about my visit to Tuskegee. We are faced with a July 15th end of the summer session, and I question an evaluation during the last few days of the session. I had thought I might have gone tomorrow for three days, but with July 4th coming up and with the necessity of arranging with the S.I.'s and the college president, next week would be preferable. I could leave here the night of Sunday, July 5th, or could go Monday morning the 6th for two or three days. My car is available, and I can drive down in about three hours.

Because of the press of time, I shall call you again in the morning, with the hope that this will have arrived by the time of my call.

The letter to Keppel is most interesting and helpful. I had hoped that the Surry County decision would have been more far-reaching in its effects on tuition grants. Evidently Leon Dure thinks this is true of Virginia, to judge by the tone of his letter to the Lynchburg News on Sunday, a copy of which is inclosed.

Sincerely,

Ken

Kenneth Morland

Rec'd 6/30/64
copy to Dan Moynihan 7/2/64

THE FLORIDA STATE UNIVERSITY

TALLAHASSEE

DEPARTMENT OF SOCIOLOGY

June 29, 1964

Dr. Leslie W. Dunbar
Southern Regional Council, Inc.
5 Forsyth Street, N.W.
Atlanta 3, Georgia

Dear Leslie:

My comments on your draft of June 25 are brief. They are hurried since you want an early response.

It seems to me that the guide line questions in Section III are rather comprehensive but they are alright as long as it is recognized that some of the answers will be extremely impressionistic. If you have specific questions for individuals in the college community whose roles we might be interested in, it might be well to suggest them under III, A. For example, this might include the Dean of Men, the Dean of Women, Student Government leaders, and others. This is not meant to be a complete list. My point is that since we cannot sample campus reaction randomly it would be well to have some guide lines as to who we might use as informants.

The project sounds interesting. I wish I had time to do more than one college for you.

Sincerely yours,

Lewis

Lewis M. Killian

LMK:sm

Rec'd 6/30/64
Copy to Ken
Marlowe 7/2/64

HOWARD UNIVERSITY
WASHINGTON 1, D. C.

DEPARTMENT OF
SOCIOLOGY AND ANTHROPOLOGY

June 29, 1964

Dr. Leslie W. Dunbar
Southern Regional Council, Inc.
5 Forsyth Street, N. W.
Atlanta 3, Georgia

Dear Leslie:

I am pleased to have your memorandum guide for the "Evaluation of the Southern Teaching Program." It seems to me quite good and covers the major areas which should be investigated, namely, the professional and emotional reactions and adjustment of student-teachers. The evaluators should be helped by the documents which you will send them, particularly the application of the student-teachers and the questionnaire which they will complete at the end of the Summer.

I have only a few suggestions to make, which represent a refinement of some of the questions which you have detailed for the evaluators.

Under III (D) on student-teacher adjustment, I should like to see some attention given to the physical accommodations of the student-teachers. It may make a difference in their reactions whether they live on campus or away from it. Also, it may make a difference whether they room with other persons they know well or someone they know only casually. In any event, their physical accommodations are likely to play a part in shaping their reactions to the total experience. (This item doubtless is included in the questionnaire which the student-teacher will complete at the end of the Summer, but it is my opinion that the evaluators also should give some attention to it.) In this connection I think some attention might be given to the interrelations among student-teachers themselves. Doubtless, the sense of mission will provide an esprit de corps in the beginning stages, but as the Summer wears on one should like to know whether a sense of enthusiasm has been sustained. A crucial variable for examination may well be the extent to which the student-teachers, in their interactions with one another, have served to reinforce the sense of mission. The converse of this is that disaffection on the part of one or more members of the group may well serve to blunt the sharp edge of enthusiasm which all of them experience at the beginning.

One item which should probably be given some consideration in the over-all adjustment is the degree to which the student-teacher has had previous interracial experiences. Doubtless a great many social and personality background factors will play a part in determining the adjustment of individual student-teachers.

I think the evaluators might, in any manner they care to, attempt to discern the degree to which previous interracial contacts have played a part in affecting the adjustment of the individual student-teachers.

Under III (F), in addition to asking for specific problems which have arisen, I should be interested in learning the manner in which these problems have been handled, or whether they remain unsolved.

Under III (G), it may be important to have the evaluator secure not only the total number of students taught by the student-teachers, but as well the composition of the classes in terms of whether the people taught are regular undergraduates or teachers in public school systems who have returned for additional credits. Some of these latter are likely to be much older persons whose previous educational experiences are inferior to those of regular students. This could color the impressions of the student-teachers.

I am pleased to learn that you have secured the services of the persons mentioned by you as evaluators, and some additional ones as well. I am certain that all of them will do a good job.

After I left the North Carolina meeting, I thought it might be extremely valuable to have the student-teachers, some of them at least, keep diaries covering their experiences which they might make available as a part of the total evaluation process.

Thanks so much for sending me a monograph on Louisville by Benjamin Muse. I am quite anxious to read it as soon as I have a chance. I respect Muse very highly for his insights and courage. I read with enthusiasm the columns he did for the Washington Post years ago and his book on the school segregation situation in Virginia. Doubtless the monograph on Louisville is characterized by the author's high standard of analysis and reporting.

It was nice to see you at Chapel Hill, and I regret that it was not possible for me to remain for your talk and discussion. It is my hope that everything continues to go well for you and the Council in seeing this and other projects to completion.

Sincerely yours,

Franklin

G. Franklin Edwards

GFE:wl

Southern Teaching Program
c/o Yale Law School
New Haven, Connecticut 787-7194

Participants in Southern Teaching Program
(summer 1964)

Cathern

Agricultural, Mechanical and Normal College, Pine Bluff, Arkansas, President: Lawrence A. Davis, June 1-July 31.

~~Robert M. Cook, Sociology, 218 C Halsey St., Princeton, N.J.~~
Ann M. Goodrich, French, 250 Court St., Middletown, Conn., DI 7-3061; 22 Tekoa Terrace, Westfield, Mass. LO 2-2556
Christopher P. Hadley, Mathematics, 2593 Yale Station (S.L.B.) New Haven, Conn. 865-1769; 7053 Cedar St., Prairie Village 8, Kansas
Charles L. Marlow, English, 88 Lake Place, New Haven, Conn., 777-1383; 4230 Loch Raven Blvd., Baltimore, Md., HO 7-5825
*George P. O'Leary, Mathematics, 3298 Yale Station, New Haven, Conn., 776-5741; 12822 Excelsoir Blvd., Hopkins, Minn., WE 8-5790

Kilborn

Bethune-Cookman College, Daytona Beach, Florida, President: Richard V. Moore, Dean: Joseph H. Taylor, June 22-August 1.

Fontaine Belford, Reading, Yale Divinity School, New Haven, Conn.
Barbara M. Hurwitz, Chemistry, Merion Hall, Bryn Mawr College, Bryn Mawr, Pa. LA 5-2225; 41 Paine Ave., New Rochelle, N.Y., NE 6-2730
Susan Oakman, Mathematics, Wesleyan University, Middletown, Conn., DI 7-3061; 17 Coniston Rd., Short Hills, N.J., DR 9-2072
*Peter O'Connell, English, 727 Elm St., New Haven, Conn.; 7 Whitin Ave., Whitinsville, Mass.

McKinney

Bishop College, 3837 Simpson-Stuart Rd., Dallas 16, Texas; President: M.K. Curry, Jr. July 13- August 21

Robert J. Anderson, English, 78 Lake Place, New Haven, Conn.; 7522 Tulpehocken St., Phila,. Pa., HA 4-2041
*George Herr, Mathematics, 1 South St., New Haven, Conn., 777-5388; 324 E. 41 St. New York, New York, OX 7-5991
Morris B. Kaplan, English, 1237 Chapel St., New Haven, Conn., 777-1210; 603 E. 19th St., Chester, Pa., TR 6-1814
Dominic Soda, Mathematics, Dept. of Mathematics, Yale Univ., Ext. 2277, 169 Olive St., New Haven, Conn., 624-6880

Newsome

Central State College, Wilberforce, Ohio, President: Charles H. Wesley, June 15-August 9.

*Alexander M. McBean, Biology, 3335 Yale Station (Morse College), New Haven, Conn., 776-6766; 30 Wilson Ave., Chatham, N.J., 635-8930
Lillian S. Robinson, English, 333 W. 87th St., New York 24, N.Y., TR 3-1145
Jeffrey B. Sidney, Mathematics, 1742 Yale Station, New Haven, Conn., 776-3420; 27 Whitewood Rd., Centre Oaks, White Plains, N.Y., LY 2-9077

Newsome

Lane College, Jackson , Tennessee, President: C.A. Kirkendoll, Dean: Herman Stone, June 8-August 15.

*Leslie Donald Epstein, Anthropology, 1216 Yale Station, New Haven, Conn.
Frank T. Gardner, Biology, 548 Orange St., New Haven, Conn., MA 4-0039

Newson

Joan Gardner, Art, 548 Orange St., New Haven, Conn., MA 4-0039
Susan Gumpert, History, 310 W. 106th St., New York, N.Y., UN 5-7058; 5 W. Avon Parkway, Asheville, N.C., AL 2-0696

Newson or Pet.

Le Moyne College, Memphis 6, Tennessee, President: Hollis F. Price, June 15-July 31.

Philip A. Bertocci, History, 406 Prospect St., New Haven, Conn.; 30 Pine St., Wellesley Hills, Mass., CE 5-1512
Marilu Sanchez, French, 318 Willow St., New Haven, Conn., MA 4-7155; 31230 Walker Rd., Bay Village. Ohio, TR 1-0621
David J. Winter, Mathematics, 23 1/2 Dixwell Ave., New Haven, Conn., 777-0412; Parmly Rd., Perry, Ohio
*Judith Winter, English, Same address

Newson

Miles College, Birmingham 8, Alabama, President: L.H. Pitts, Dean: George W. Jones, June 8- August 7.

*Michel Forget, French, Yale Divinity School, 409 Prospect St., New Haven, Conn., 777-4254; 12 Avenue Trudaine, Paris 9, France
~~Tom Kumekpor, Sociology, Princeton Univ., 5 Ivy Lane, Princeton, N.J., 609-921-6600 Ext. 358; 220 A. King St. Princeton, N.J., 609-924-2129~~
or
~~Arlie J. Russell, Sociology, c/o Grad. Sociology Dept., 206 So. Hall, Berkley 4, Calif.; 2306 Parker St., Berkley 4, Calif.~~

Cathran

Philander Smith College, Little Rock, Arkansas, President: Roosevelt D. Crockett, May 31-August 7.

*William W. Everett, History, 240 Taylor House, 409 Prospect St., New Haven, Conn., 776-5428; 4746 Berkeley Terr., Wash. 7, D.C., FE 8-2314
Susan L. Hawk, English, 420 Temple St., New Haven, Conn., 787-1377; 405 Northwood Rd., Wilmington, Del., PO 2-1631
Robert P. Myers, Biology, 50 Haven Ave., New York 32, N.Y., WA 3-6800; 15 West St., Waterville, Maine TR 2-5832
Richard L. Winslow, Chemistry, 729 Bard Hall, 50 Haven Ave., New York 32, N.Y., WA 3-6800; 23 Coolidge Ave.,Caribou, Maine, GY 3-4401
~~Charles Wolfson, Mathematics, 212 LU 4-0700 Ext.752, 345 8th Ave., New York, N.Y., AL 5-6898~~
Emily Stang

Newlands

Rust College, Holly Springs, Mississippi, President: Ernest Smith, May 30- August 7.

Franklin E. Bragg,II, Biology, 50 Haven Ave., New York 32, N.Y., WA 3-6800; 11 Graham Ave., Bangor, Maine, 942-2038
James M. Dodson, History, 477 Prospect St., New Haven, Conn., 562-1615; 122 Apple Tree Row, Berkely Heights, N.J., 322-8532
*Loren Ghiglione, English, 733 Whitney Ave., New Haven, Conn., 865-6991; 392 Central Park West, New York, N.Y., MO 3-1015
James H. Matlack, English, 369 Ellsworth Ave., New Haven, Conn., 624-3690
James G. Ricks, History, 2757 Yale Station, New Haven, Conn., 776-2065; 4137 Pinson St., Macon, Ga., 742-1890
Bruce Johnston

St. Augustine's College, Raleigh N.C., President: James A. Boyer, June 22-July 31.

James A. Todd, Mathematics, Yale Divinity School, New Haven, Conn., 777-3011; 3504 Woodland Rd., Bartlesville, Okla.
*William Tucker, English, 91 Lake Place, New Haven, Conn., 865-3041; 102 Aberdeen Place, St. Louis, Mo.

Texas Southern University, Houston, Texas, President: Samuel M. Nabrit, Dean: H. Hadley Hartshorn, June 15-August 14.

John P. Basinger, Mathematics, 334 Washington St., Middletown, Conn., DI 6-4763; Trail, Minnesota
*Tom Beauchamp, III, 409 Prospect St., Box 14, New Haven, Conn., 787-1703; 1026 Waterford Drive, Dallas 18, Texas, 1-214-DA 1-2451 (Logical Thinking)
Harriet M. Bograd, Logical Thinking, 420 Temple St., New Haven, Conn., 787-7194 (code 203); 411 E. 41 St. Paterson 4, N.J., 271-3863 (code 201)
Nicholas S. Freud, English, 2577 Yale Station, New Haven, Conn., MA 4-7651; 103 E. 86th St., New York 28, N.Y., AT 9-7744
~~Myron H. Howell, English, 2619 Yale Station, New Haven, Conn., 776-9394; 2108 Court St., Syracuse, N.Y., GI 4-9869~~
Orm Overland, English, 578 Howard Ave., New Haven, Conn.; Oslo, Norway
~~Leonard Pullman, English, 747 Elm St., New Haven, Conn., 865-6858; 2319 E. 16th St., Brooklyn, N.Y., DE 2-0686~~
Vincent J. Rinella, Jr., English, 1769 Yale Station, New Haven, Conn.,865-3201; 32 Hackett Circle, Stamford, Conn., DA 3-1394
~~Peter F. Schwindt, Logical Thinking, 628 Yale Station, New Haven, Conn., 776-8487; 40 Awixa Ave., Bayshore, N.Y., 666-6468.~~
Robert Walker, Mathematics, 1783 Silliman College, Yale Univ., New Haven, Conn.; R.D. 1 Bellville, Ohio
Stanford Budick

Tuskegee Institute, Tuskegee, Alabama, President: L.H. Foster, Dean: Richard Wasserstrom, June 8-~~July~~ Aug 15.

Robert E. Filner, Mathematics, 2068 Yale Station, New Haven, Conn., (daytime: 787-3131 Ext. 321); 99-35 59th Ave., Rego Park 68, N.Y.,AR 1-2782
Hans H. Hock, German, 294 Yale Ave., New Haven, Conn., 387-3380; 8651 Schloss Wernstein/Kulmbach, Germany
Elizabeth Molodovsky, English, 320 Riverside Drive, New York, N.Y., AC 2-3223; 55 E 86th St., New York, N.Y., AT 9-4534
*James T.B. Tripp, Mathematics, 110 Yale Station, New Haven, Conn., 776-1389; 110 Middlesex Rd., Chestnut Hill, Mass., 277-5837
Henrietta Yancy, English, 420 Temple St., New Haven, Conn., 787-7194; 1203 W. 22nd St., Little Rock, Arkansas, FR 2-0427

~~Virginia State College, Petersburg, Virginia, President: Robert P. Daniel, July 6-August 14.~~

~~Joseph R. Comfort, Mathematics, 370 Temple St., New Haven, Conn., ST 7-3131 Ext. 539, SP 7-9789; 563 Metomen St., Ripon, Wis., 748-6141~~
~~Sydney M. Schneider, Mathematics, 2446 Creston Ave., Apt. 23, New York, N.Y., 212 CY 5-6655; 574 Eleventh Ave., Paterson, N.J., 201-523-9144~~

Winston-Salem Teachers College, Winston-Salem, N.C., President: Kenneth R, Williams, Dean: Lafayette Parker, June 15-August 14.

Deborah A. Gwatkin, Mathematics, Wesleyan Univ., 250 Court St., Middletown, Conn., DI 7-3061; 207 Shelter Lane, Jupiter Inlet Colony, Jupiter, Fla., 746-7267

*Jonah S. Raskin, English, 418 Central Park West, Apt 101, New York, N.Y., Un 6-2294; 22 E. Rogues Path, Huntington Station, New York, N.Y.

* School contact

Southern Teaching Program
c/o Yale Law School
New Haven, Connecticut

Questionnaire - Evaluation of this summer and future prospects of the Southern Teaching Program.

Information to be gathered about each college:

I. Factual information
(you will receive a detailed questionnaire later.)

II. Summer program
(We may ask every summer teacher to complete this section himself.)

A. How many teachers from our program taught this summer? What types of work did they do? Where did they live and eat? How much teaching responsibility did they have? Who supervised their work? Were any of these arrangements unsatisfactory? In what way?

B. How did the summer teachers spend their free time? Did they become involved in special projects? Any experiences which would be helpful to future teachers in our program?

C. What were the major frustrations? Please describe problems that arose in working with students, with other faculty members, with administrators, with the local community (white or Negro). Problems concerning teaching? Social life? Could any of these problems have been avoided by planning beforehand? Through selecting summer teachers in a different way? Through negotiating with the colleges?

D. What qualities should we look for in future teachers? Would any kind of orientation program have been useful? What kind?

E. What were the major satisfactions of the summer? Was the experience valuable? Why? (In other words, what would you say was 'the purpose of the program'?)

F. Was the experience different from what you expected? In what way?

G. What advice would you give to a teacher selected for summer, 1965?

III. Future programs

Before you write this section, please discuss this with a variety of people on campus, without making it too much of an issue (you probably would prefer to remain in the role of an ordinary teacher, rather than a 'spy.') Especially, talk to the president, dean, and various faculty members.

A. What sorts of programs would appeal to the college? <u>What problems do you foresee in each</u>?

1. Future summer teaching, like this summer program.

2. Could next year's summer program at your college be expanded? Are they interested in using our teachers for new honors or remedial programs?

3. Year-round program sending graduate students and faculty members south. About how many teachers from the North could the college absorb? In what fields are teachers most needed? What minimum qualifications would be required? What would the typical salary be?

4. Short-term visits by professors from Yale and other schools - for lectures, seminars, etc.. In what fields would short-term visitors be especially appealing? Can this begin in 1964-1965? (Perhaps you can prepare concrete plans for this.)

5. Encouraging undergraduates from the Negro colleges to apply to graduate schools in the North. What kinds of services are most needed? Information? Scholarships? Representatives of the Northern schools to come south for interviews?

6. Encouraging faculty members to come north for a year or more.
   a. Would any of the teachers at your college be qualified to teach at a place like Yale? About how many?
   b. Would others be qualified and interested in studying at Yale for an advanced degree?
   c. Would many want to spend a year at Yale without formal credit?
   d. Would any want to come as post-doctoral Visiting Fellows?

B. What financial arrangements would be necessary to make any of the above programs succeed? For example, does your college already have a sabbatical program? Is it adequate?

C. Do you have any suggestions about how any of these programs should be administered?

1. By us as students?

2. By Yale University?

3. By a foundation?

4. By a new organization? How should it be created and organized?

5. Or should there be many different programs, run by different organizations? If so, what kind of coordination would be desirable?

(In answering the above, please focus on what you think would be acceptable to the people at your college.)

D. What other types of programs do you think should be created?

file

Yale Univ. Summer Teaching Program

LUTHER COLLEGE DECORAH, IOWA

July 9, 1964

Dear Les:

I have taken a second - more careful - look at the map and I see that Jackson Tennessee is between Nashville and Memphis, and inasmuch as I'll be going from Nashville I'll stop at Jackson. So you can rest assured that I'll take care of the three schools on my way home - then take a trip to Miles -

Thanks for the material -

with best wishes,

Sincerely

Lowell

File:
Yale Univ.
Summer Teaching Prog.

July 22, 1964

Dr. Lionel Newsom
c/o The President's Office
Central State College
Wilberforce, Ohio

Dear Lionel:

I think with only one (1) student instructor at Miles College we can forget it. It does not seem to me to be worth your making the special effort you would have to make to get there before exam week, nor the expense of doubling back. I have checked the other fellows' availability, and no one can conveniently or economically get there. So let's forget it.

All the best.

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD/mmj
cc: Mrs. Jane Lee Eddy
Mr. John Walker

Yale Need, Southern Teaching Program

MILES COLLEGE
BIRMINGHAM 8, ALABAMA

OFFICE OF THE PRESIDENT

July 24, 1964

COPY

Dr. Lionel H. Newsom
Luther College
Decorah, Iowa

Dear Dr. Newsom:

We shall be delighted to have you come for a visit on our campus on August 4th to interview our student-teachers who are participating in the Southern Teaching Program.

Pardon my delay in answering, but my schedule, like yours, is too busy.

Gratefully yours,

L. H. Pitts

LHP:elh

cc: Dr. Leslie Dunbar

BC: Mrs. Jane Lee Eddy

STP

September 15, 1964

Miss Harriet M. Bograd
Southern Teaching Program
Yale University Law School
New Haven, Connecticut

Dear Miss Bograd:

Not all of the consultants' reports are in.

Moreover, I just do not think that sending these individual reports to you now is the right procedure, or is what we were asked to do. We agreed to do a report on the program, hopefully for the benefit of you, the supporting foundations, and other interested parties. I think it would be harmful to that objective to focus attention now on what one consultant reported after observing certain student teachers at certain colleges.

I am sorry not to be able to cooperate with you on this, but I do wish you a highly successful conference, and I do intend to do all that I can to make our report, when it is done, of serve to you.

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD/mmj

Rec'd 9/10/64

Southern Teaching Program
c/o Yale Law School
New Haven, Connecticut

September 8, 1964

Mr. Leslie W. Dunbar
Southern Regional Council
5 Forsyth Street, N.W.
Atlanta, Georgia

Dear Mr. Dunbar:

We are looking forward to receiving your final report on the Southern Teaching Program in late October.

In the meantime, we must now report to many people on our experience this summer, and must begin to make plans for our October 3rd conference and for next year.

If they are not confidential, would it be possible for us to have copies of the reports on the program at each college by the sociologists who observed us, and by the college presidents? If extra copies are not available, perhaps you could lend these reports to us for a few days. We would return them promptly.

Thank you.

Sincerely,

Harriet M. Bograd

Harriet M. Bograd
Southern Teaching Program
(my dorm telephone: 787-7194)

HMB/sf

Ltr. sent to the following Presidents:

Dr. Richard V. Moore, Bethune-Cookman College; Dr. M. K. Curry, Jr., Dallas, Texas; Dr. Charles H. Wesley, Bishop College; Dr. C. A. Kirkendoll, Lane College; Dr. Hollis F. Price, LeMoyne College; Dr. Lucius Pitts, Miles College; Dr. Roosevelt D. Crockett Philander Smith College; Dr. E. A. Smith, Rust College; Dr. James A. Boyer, St. Augustine's College; Dr. Samuel M. Nabrit, Texas Southern Univ.; Dr. Luther H. Foster, Tuskegge Institute; and Dr. Kenneth R. Williams, Winston-Salem State College.

dtd. ltr 9/28/64 Rec'd 10/2/64

September 22, 1964

Dr. Lawrence A. Davis, President
Arkansas A. M. & N. College
Pine Bluff, Arkansas

Dear Dr. Davis:

One of the foundations and other interested parties supporting the Summer Teaching Program, in which Arkansas A. M. & N. College participated, asked us to prepare a report evaluating the program and making recommendations as to its possible renewal and strengthening. To this end we recruited a group of distinguished consultants, and, as you may recall, Professor Tilman Cothran of Atlanta University visited your campus during the summer.

We are now writing to all of the presidents of the schools which took part in the program seeking your help in preparing our report.

Although we would be delighted to have any comments you may wish to make, what we would be particularly interested in would be the following:

(1) your evaluation of the young instructors, as a group; and,

(2) your present view as to whether Arkansas A. M. & N College is interested in considering another year, of the program and, if so, with what modifications, if any.

I hope you will feel free to answer these questions at whatever length and in whatever detail you may wish. I realize also that in some cases other administrative officers, such as your Dean or director of the summer program, may have been closer to the work of the instructors than were you. Please feel free to have this request answered by such person if you would prefer.

I think the Summer Teaching Program was certainly an interesting idea, and the reports which we have had back from Dr. Cothran and the other consultants seem to bear this out. We hope that our final consolidated report will serve not only the purpose of evaluating this specific program, but will contribute to a better understanding of how the Negro colleges and universities in the South may be aided through the support of larger universities.

Working with Dr. Cothran and me in the preparation of our final report will be the other consultants. These are: Dr. Franklin Edwards, Howard University; Lewis Killian, Florida University; Kenneth Moreland, Randolph-Macon Woman's College; and, Lionel Newson, formerly of Morehouse College.

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD:slw

Sept. 22, 1967

List of College Presidents to get S.T.P. Letter

President Richard V. Moore
~~President~~
Bethune-Cookman College
Daytona Beach, Florida

(Consultant: Professor Lewis Killian)

President M. K. Curry, Jr.
Bishop College
Dallas, Texas
(Consultant: Prof. Theophilus E. McKinney)

~~Gen~~
President Charles H. WEsley
Central State College
Wilberforce, Ohio
(Consultant: Professor Lionel Newsom)

President C. A. Kirkendoll
Lane College
Jackson, Mississippi
((Consultant: Prof. Lionel Newsom)

President Hollis F. Price
LeMoyne College
Memphis, Tennessee
(Consultant: Dr. Tilman Cothran and Dr. Lionel Newsom)

President Lucius Pitts
Mile College
Birmingham, Alabama
(Dear Lucius)
(Consultant: Dr. Lionel Newsom)

President Roosevelt D. Crockett
Philander Smith College
Little Rock, Arkansas
(Consultant: Dr. Tilman Cothran)

President E. A. Smith
Rust College
Holly Springs, Mississippi
(Consultant: Prof. Kenneth Morland)

President James A. Boyer
St. Augustine's College
Raleigh, North Carolina
(Consultant: Prof. Kenneth Morland)

President Samuel M. Nabrit
Texas Southern University
Houston, Texas
(Consultant: Prof. Theophilus McKinney)

Dr. Luther H. Foster
President
Tuskegee Institute
Tuskegee, Alabama
(Consultant: Prof. Kenneth Morland)

~~President Kean~~
~~Kean~~
President Kenneth R. Williams
Winston-Salem State College
Winston-Salem, North Carolina
(Consultant: Dr. Tilman Cothran)

DRAFT

A.

Dr. Lawrence Davis, President
Arkansas A. M. & N. College
~~Little Rock Arkansas~~
Pine Bluff, Arkansas

Dear Dr. Davis:

One of the foundations and ~~another~~ other interested parties supporting the Summer Teaching Program, in which Arkansas A. M. & N. College participated, asked us to prepare a report evaluating the progr am and making recommendations as to its possible renewal and strengthening. To this end we recruited a group of distinguished consultants, and, as you may recall, Professor Tilman Cothran of Atlanta University visited your campus during the summer.

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(1) your evaluation of the young ~~&~~ instructors, ~~as you~~ as a group, working at your school in the program; and,

(2) your present view as to whether Arkansas A. M. & N. College ~~would wish to repeat the experiment~~ is interested in considering another year of the program and, if so, with what modifications, if any.

I hope you will feel free to answer these questions at whatever length and in whatever detail you may wish. I realize also that in some cases other administrative officers, such as your Dean or director of the summer program, may have been closer to the work of the instructors than were you. Please feel free ~~to have someone else to~~ to have this request answered by such person if you would prefer .

I think the Summer Teaching Program was certainly an interesting idea, and the reports which we have had back from Dr. Cothran and other the consultants seem to bear this out. We hope that our final consolidated report will serve not only the purpose of evaluating this specific program, but will contribute to a better understanding of how the Negro colleges and universities in the South may be aided through the support of larger universities. Working with Dr. Cothran and me in the preparation of our final report will be the other consultants. These are: H. Frank Edwards, Howard University; Lewis Killian, Florida State University; Theophilus E. McKinney, Southern University; Kenneth Morland, Randolph-Macon Woman's College; and, Lionel Newsom, formerly of Morehouse College.

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD/mmj

List of College Presidents to get S.T.P. Letter

1 President Dr. Richard V. Moore,
Bethune-Cookman College
Daytona Beach, Florida

(Consultant: Professor Lewis Killian)

2 President Dr. M. K. Curry, Jr.
Bishop College
Dallas, Texas
(Consultant: Prof. Theophilus E. McKinney)

3 President Dr. Charles H. WEsley
Central State College
Wilberforce, Ohio
(Consultant: Professor Lionel Newsom)

4 President Dr. C. A. Kirkendoll
Lane College
Jackson, Mississippi
((Consultant: Prof. Lionel Newsom)

5 President Hollis F. Price
LeMoyne College
Memphis, Tennessee
(Consultant: Dr. Tilman Cothran and Dr. Lionel Newsom)

6 President Lucius Pitts
Mile College
Birmingham, Alabama
(Dear Lucius)
(Consultant: Dr. Lionel Newsom)

7 President Roosevelt D. Crockett
Philander Smith College
Little Rock, Arkansas
(Consultant: Dr. Tilman Cothran)

8 President E. A. Smith
Rust College
Holly Springs, Mississippi
(Consultant: Prof. Kenneth Morland)

9 President James A. Boyer
St. Augustine's College
Raleigh, North Carolina
(Consultant: Prof. Kenneth Morland)

(10) President Samuel M. Nabrit
Texas Southern University
Houston, Texas
(Consultant: Prof. Theophilus McKinney)

(11) Dr. Luther H. Foster
President
Tuskegee Institute
Tuskegee, Alabama
(Consultant: Prof. Kenneth Morland)

(12) ~~President Kenneth~~
President Kenneth R. Williams
Winston-Salem State College
Winston-Salem, North Carolina
(Consultant: Dr. Tilman Cothran)

Rec'd 9/24/64

S.T.P gen. corresp

file

Southern Teaching Program
Box 104-A Yale Station
New Haven, Conn.
September 22, 1964

Mr. Leslie Dunbar
Southern Regional Council, Inc.
5 Forsyth Street, N.W.
Atlanta, Georgia

Dear Mr. Dunbar:

The Southern Teaching Program appreciates your interest in and support of our project. On the weekend of October 3rd we are holding a conference of this year's participants to evaluate our summer's work and to plan for next year. Enclosed is a schedule of the conference, which will be held at the Yale Law School. We would like to invite you or a representative of the Southern Regional Council to attend all or any of the sessions which are of interest to you.

Should you wish to stay in New Haven on Friday or Saturday night, we would suggest the Midtown Motor Inn. We would be glad to make reservations for you, or you can make them directly with the Inn.

We expect to have a report on last summer's program completed in time for the conference on October 3rd.

Sincerely,

Fred Schulze

Fred Schulze
Southern Teaching Program

MS
Enclosure

SOUTHERN TEACHING PROGRAM

Schedule for Planning Conference, October 2-3,1964

At the Yale Law School, 127 Wall St.

Friday, October 2

8:00 p.m. - Open House, Faculty Lounge,Yale Law School

Saturday, October 3

8-9:00 a.m.- Breakfast available for out-of-town participants and observers,Law School Dining Hall. Charge the meal to Southern Teaching Program.

10:00 a.m. - General Meeting, Seminar Room 3, Law School

12:45 p.m.- Lunch, Law School Dining Hall

1:30 p.m. - Workshops

1. Recruitment - Seminar Room 3
2. Selection and interviewing- Seminar Room 4
3. Pre-Freshman programs - Room 122

6:00 p.m. - Dinner, University Dining Hall, College and Grove Streets

8:30 p.m.- Loren Ghiglione invites everyone to an informal party at his apartment, 733 Whitney Avenue, (at East Rock Road) New Haven. 865-6991

MEMORANDUM

September 23, 1964

To: Dr. Tilman Cothran
Dr. G. Franklin Edwards
Professor Lewis Killian
Professor T. E. McKinney, Jr.
Dr. Kenneth Morland
Dr. Lionel Newsom

From: (Mrs.) Mildred M. Johnson
Secretary to the Director

- : -

You will recall from the study design sent you in July that a fall meeting of the consultants participating in the Summer Teaching Program is to be held to discuss and revise a draft evaluation report, to be prepared by SRC, on the program. Mr. Dunbar is anxious, at this time, to set a date which will be mutually agreeable to all of you. Would you, therefore, indicate your preference of dates on the attached card and return to me as soon as possible?

- : -

Dates: Nov. 24
Nov. 25
Nov. 30
Dec. 2

LANE COLLEGE

OFFICE OF THE PRESIDENT

JACKSON, TENNESSEE

Rec'd 10/1/64

September 30, 1964

Dr. Leslie W. Dunbar
Executive Director
Southern Regional Council, Inc.
5 Forsyth Street, N. W.
Atlanta, Georgia 30303

Dear Dr. Dunbar:

In acknowledging receipt of your letter of the 24th asking for comments on the instructors who taught during our summer school under the Southern Teaching Program, I wish to state that each one showed proficiency in his field and made a fine impression on the summer school students.

We would be interested in participating in the program again next summer. If it can be arranged, we would like to sponsor a five week institute for a select group of high school graduates who will form our freshman class - from 75 to 100. We would like for the instructors under your program to work with them in the areas of communication (reading, writing and conversation), the social sciences and the natural sciences. This program has not been fully developed but it is a proposed plan for next year. I shall be happy to keep you posted as to its development.

Very truly yours,

C. A. Kirkendoll

C. A. Kirkendoll
President

CAK:fe

MEMBER UNITED NEGRO COLLEGE FUND

MEMORANDUM

October 13, 1964

To: Dr. Tilman Cothran
Dr. G. Franklin Edwards
Professor Lewis Killian
Professor T. E. McKinney, Jr.
Dr. Kenneth Morland
Dr. Lionel Newsom

From: (Mrs.) Mildred M. Johnson
Secretary to the Director

- : -

The meeting of the Summer Teaching Program consultants has now been set for Wednesday, December 2, 1964 at 10:00 a.m., in the Southern Regional Council Conference Room. The meeting should end no later than 3:00 p.m. on the same day. Please mark this date and time on your calendars.

If you should wish a travel advance, please let me know and I shall be glad to send it to you.

file → 1964

Recd 10/15/64

SOUTHERN TEACHING PROGRAM
~~P.O. BOX 401-A~~
YALE STATION
NEW HAVEN, CONNECTICUT

October 14,1964

Dr. Leslie Dunbar
Executive Director
Southern Regional Council, Inc.
5 Forsyth Street, N. W.
Atlanta, Georgia

Dear Dr. Dunbar:

This letter to you is long overdue, as many things have been happening recently with the Southern Teaching Program. Perhaps you have heard about some of them through John Walker.

Nearly 40 of the 53 student instructors attended part or all of our conference on October 3. In addition, Dr. Jennings of the New World Foundation, Dr. Cope of the United Negro College Fund, John Watkins of the Woodrow Wilson Foundation Internship Program, Dean Epps of Harvard, Dean Fischelis of Yale, John Mudd of the Tougaloo-Harvard project, and John Walker were there. They were helpful both in the general discussion of next year's plans and in the workshops.

The basic decision resulting from the conference was that we should limit ourselves to expanding and improving the summer program of 1964, and delay getting involved in new areas, such as full-year placement, at least for the present. We agreed to recruit graduate students from other universities this year. At the conference we began to set up recruiting teams at Columbia, Harvard, New York University, Wesleyan, and Yale.

The Southern Teaching Program has also begun the process of incorporation. My wife and I have been employed to direct the program during the next year on a full-time basis. Our immediate task is to make applications to foundations for financial support for 1965.

Within the next two or three weeks I will be coming south to visit some of the colleges where STP instructors worked last year and also some colleges which expressed interest in participating next summer. John Walker urged me to make Atlanta my first stop and to talk with you before visiting any colleges.

SOUTHERN TEACHING PROGRAM
P.O. BOX 401-A
YALE STATION
NEW HAVEN, CONNECTICUT

He thought that you would be able to give us valuable advice on approaching colleges and on organizing our program for next year. I would be very grateful if you would have time to talk with me. I will call you next week to see if we can arrange a convenient time.

Under separate cover I am sending you these items: a copy of our report which was used as a basis for discussion at the conference; a copy of the student evaluations of the Basic Skills Workshop held at Texas Southern University; and a list of the STP instructors from whom we have received reports on their summer's experience. If you have not received reports from any of these student instructors, we would be glad to send our copies to you, if you wish.

Sincerely yours,

Fred Schulze

Fred Schulze
Executive Director

MS

Rec'd. 10/15/64

LIST OF STP PARTICIPANTS WHO HAVE RETURNED REPORTS

Agricultural, Mechanical and Normal College, Pine Bluff, Arkansas
Ann Goodrich; Christopher Hadley; Charles Marlow

Bethune-Cookman College, Daytona Beach, Florida.
Fontaine Belford; Barbara Hurwitz; Susan Oakman; Peter O'Connell

Bishop College, Dallas, Texas.
George Herr; Dominic Soda Andrew Kaplan

Central State College, Wilberforce, Ohio.
Alexander M. McBean; Jeffrey Sidney

Lane College, Jackson, Tennessee.
Leslie Epstein; Frank Gardner; Joan Gardner; Susan Gumpert

LeMoyne College, Memphis, Tennessee.
Philip Bertocci; Marilu Sanchez; Judith Winter David Varla

Miles College, Birmingham, Alabama.
Michel Forget

Philander Smith College, Little Rock, Arkansas.
William Everett; Robert Myers; Richard Winslow; Emily Stong

Rust College, Holly Springs, Mississippi.
Franklin Bragg; Loren Ghiglione; James Matlack; Bruce Johnston

St. Augustine's College, Raleigh, North Carolina.
James Todd; William Tucker

Texas Southern University, Houston, Texas.
John Basinger; Tom Beauchamp; Harriet Bograd; Sanford Budick;
Nicholas Freud; Orm Overland; Vincent Rinella

LIST OF STP PARTICIPANTS WHO HAVE RETURNED REPORTS, CONTINUED

Tuskegee Institute, Tuskegee, Alabama.

Elizabeth Molodovsky; James Tripp

Winston-Salem State College, Winston-Salem, North Carolina.

Deborah Gwatkin

11

APPENDIX TO SOUTHERN TEACHING PROGRAM REPORT

These thirteen colleges accepted Southern Teaching Program instructors for the summer of 1964; the number of STP instructors in regular summer sessions and in pre-freshman programs is indicated:

Agricultural, Mechanical and Normal College, Pine Bluff, Arkansas; regular session, four. 4

Bethune-Cookman College, Daytona Beach, Florida; regular and pre-freshman program, four. 4

Bishop College, Dallas, Texas; regular session, one; pre-freshman program, three. 4

Central State College, Wilberforce, Ohio; regular session, three. 3

Lane College, Jackson, Tennessee; regular session, four. 4

LeMoyne College, Memphis, Tennessee; special program for superior high school juniors and seniors, four. 4

Miles College, Birmingham, Alabama; regular session, four. 4

Philander Smith College, Little Rock, Arkansas; regular session, five. 5

Rust College, Holly Springs, Mississippi; regular session, six. 6

St. Augustine's College, Raleigh, North Carolina; regular session, two. 2

Texas Southern University, Houston, Texas; regular session, one; pre-freshman program, eight. 9

Tuskegee Institute, Tuskegee, Alabama; regular session, one; pre-freshman program, four. 4

Winston-Salem State College, Winston-Salem, North Carolina; regular session, two. 2

These eleven colleges were not able to participate last summer, but expressed definite interest in using Southern Teaching Program instructors in the summer of 1965:

Jarvis Christian College, Hawkins, Texas.

Knoxville College, Knoxville, Tennessee.

Lincoln University, Jefferson City, Missouri.

Morgan State College, Baltimore, Maryland.

Morris Brown College, Atlanta, Georgia.

Paine College, Augusta, Georgia.

St. Paul's College, Lawrenceville, Virginia.

Shaw University, Raleigh, North Carolina.

Virginia State College, Petersburg, Virginia.

Virginia Union University, Richmond, Virginia.

Xavier University, New Orleans, Louisianna.

STUDENT EVALUATIONS OF BASIC SKILLS WORKSHOP

Personally, I do not think there could ever be a project to ever receive from me the approval and enjoyment that the Basic Skills Work has received. I, for one, think it is a very worthy project. Any student enrolled in a workshop similar to this one can not help but to be rewarded somehow.

I don't really know how the Workshop instructors were chosen but there could not have been a better selection. All of my instructors were learned in their fields and the students were made aware of this from the first.

Outside of the class the student enjoyed a warm relationship with the instructor. This was very important to me. It made me want to do my best for such nice people. The extra activities of the student should always be spent with the instructors as ours were.

There was nothing wrong with the procedures of the Workshop. This I know, is irrelevant, but if there is some way to inform High School students of the great need for a basic and thorough high school training please do so. Frankly I was ashamed of my lack of the basic skills and techniques that I didn't know but should have been learned in High School

This has been one of the most rewarding experiences in my life and I hope the Basic Skills Workshop will continue for students like me.

(Signed) Minnie Wilson

I have enjoyed my experiences in the Workshop very much. The teachers were exceptionally helpful and kind to me. To base an opinion, I think they were the best set of teachers that I have had. My councilers were also very nice and helpful. But as in everything, there is always room for improvement.

Starting off, I think that the classes should start a little later in the morning, perhaps 8:30 a.m. The student is more awake at this time. I think that the class sessions are a little too long. Cutting off ten or fifteen minutes would certainly help.

The three subjects that are offered are very good courses, but I feel that some course in science should be offered. There are some students in the workshop who like science very much.

PLEASE continue with this program. I have found it to be very beneficial. Exposing the pupils to these eastern teachers, is a learning experience within itself.

(Signed) Walter Fontenot

The Basic Skills workshop this summer has been a most worthwhile experience. First, of all, I have worked harder than ever before but I have enjoyed it. I have learned to budget my time in order to finish almost impossible loads of homework. This in itself is enough.

This, however, is not the only reason that I think this summer has been worthwhile. The idea of having young teachers from out of Texas was a good choice. Perhaps I am in favor of this because I have never been out of the state. However since I am not alone in this respect, I think it is a good idea to have teachers from a different culture to benefit students such as me.

Although I know that we can not continue to have small classes such as these which we had this summer, I think that it was a good idea to introduce us into college work in this way.

I have enjoyed the summer and I hope the program is continued next summer for others.

(Signed) Alma Newsom

In addition to the regular courses offered in the Summer Basic Skills Program, I took extra courses to qualify in English 132. I feel this summer has been a rewarding experiences that I will never forget. The teachers for the program had a great deal of influence over my attitudes towards education and study. For some reason this one summer has has a broadening effect on my ideas and concepts of life. I think the program is perfect in every way except the students did not get to know each other as well as they could have. There could have been a little more planned recreation to break the monotony of continuous study. I would suggest that the recreation be planned in the middle of the program where morale began to droop.

(Signed) Diana Meredith

I think the program has been successful in some ways, and that a few changes might make it even better. I think only persons who plan to major in mathematics or science should be required to take a math course under this program. An alternative course could be offered (history, or some other social science, for instance).

I believe that the logical thinking and English courses are definitely a necessary part of all students in the program. These courses teach one to think more clearly, and they will be of help in the other college courses.

The social activities were interesting, and worthwhile. The trip to the manned space center was a well chosen one. Perhaps a trip to an art museum would be a good idea.

The more individualized instruction has been beneficial.

I do plan to take an English 132 exam in hopes of receiving credit for that course.

(Unsigned)

1. One suggestion which one of my teachers offered which is good is to have all the students in basic skills to live in the dorms. I think this will be better for study purposes.
2. I also think dividing the students into groups is good, but I think that once a week the group should get together for a seminars.
3. I think the textbooks should be chosen more carefully.
4. I think the parties and picnics we had were very good ideas.

(Unsigned)

I have no negative thoughts about the workshop this summer. It has been of much value to me, mostly as a conditioner. In English especially I feel that I have learned some of the things are expected of me in college. Upon coming down here I thought I had a good idea of what my essentials where and could handle them very well; I did not but this summer I have started that particular development.

I have been worked very hard this summer but I did not mind. I feel that in the future if the students are told why they are being pushed they will understand.

I think this workshop will be of much value if used with Freshmans in the future.

(Signed) H.K. Rucker, Jr.

I think that this has been a very nice experience for all of us. It has been good because of the staff that has worked with us. The individual attention has been an outstanding part of the program.

There was not, though enough social activities. There could have been more speical activities planed by the students. We enjoyed very much the dance, field trip, and the picnic, for our minds needed a little rest.

Next time if the program lasts as long as it did this time, there should be a brake near the middle.

I have enjoyed it, for it has been a new and exciting experience.

(Unsigned)

The last nine weeks have been the hardest, most concentrated, and, I feel, the most beneficial that I have had in my life. I have gained a wealth of information. But I have also failed, at times, to receive the many, many benefits which were at my disposal. The instructors, I feel, were excellent. They were all well informed and it would be wonderful if they or similar students would be chosen next summer. The program is well organized and the opportunities for gaining a rich academic and social background are here to be found.

(Signed) Luzette Chevalier

I think, that the basic Skills Workshop was beneficial to most of the students. It made each student aware of his abilities. I also think that most of the teachers worked the students a little to hard. Some students lost interest and gave up; the strain was heavy. The hard amount lesson had a mental effect on some of the students.

The socials and other outside activities were very important. They gave the student a chance to release the tension and pressure that had built up.

(Unsigned)

I have learned a much that will aid me in my future studies from the classes of the Summer Institute. The classes were small enough to allow the teachers and students to get acquainted. A student needing special instructions could get them during the conference period. I liked this. I think the Summer Institute was well-planned. I have only one small complaint; that we tried to cover too much in so short a time.

(Unsigned)

The Basic Skills Workshop is a wonderful program. If it is at all possible I think it would be better for the students if they lived on campus. If the student does not live on campus but instead across town it makes it extremely difficult for him to come to the library to get reserved materials. The time that is consumed coming across town to the university is valuable but is wasted. If the student is on campus he does not have this problem of lost time and can thus accomplish more. Also the teachers should be instructed to be a little more strict in their rule about punctuality especially.

(Unsigned)

I have found the summer workshop to be very beneficial. It has made me aware of my weaknesses in basic subjects and by seeing these weaknesses, I have been able to work on them more and improve.

I think the idea of the summer workshop is wonderful, because the classes are smaller which gives the students a chance to express their views more. These smaller classes have also given the teachers a chance to help students individually with certain problems. I especially liked this because I had difficulties in writing which I had never know about until this summer and with a little extra help, my writing improved.

(Unsigned)

I think that the Basic Skills Workshop could really help students more if the number of courses are cut down to maybe one or two. This would give the student more time to really learn more about the subject. I think that the students should be allowed to choose what subjects he want to take. Then he would be willing to do more work in a course that he choose to take himself. We could have had more trips too.

(Unsigned)

The Basic Skills Workshop is a very helpful and worthwhile organization. By attending it, a student will have the opportunity of not only taking regular college courses but also to improve his weak points. The workshop this summer was very helpful to me. If it is continued to be carried out as it was this summer it will be very good. I only have one suggestion to make and that is that there should be a rule set up for the students that miss too many days out of class. That was the only fault I found in the workshop, too many absentees.

(Unsigned)

I think the Basic Skills Workshop has been very rewarding to me. I have learned things that I did not learn in high school. I have read novels that were all new to me.

In logical thinking I have learned to read to find our what the author is saying. I have also learned to discuss matters better.

I have enjoyed the English and math departments the best.

I do not see anything that needs to be corrected about the workshop. It can stay just like it is.

I have enjoyed my nine weeks of study and especially have I enjoyed our instructors.

(Unsigned)

The Basic Skills Workshop, was, to me, just great. I did take the extra instruction in English. I really believe it was pleasant enough - although the assignments were for the most part lengthy and difficult, the results are worth it. The extra air of challenge added a great deal to the effectiveness of the program. I have enjoyed it and hope the future will show how well I comprehended and applied myself.

(Signed) Beverly Jean Rhodes

I feel that the basic skills workshop for the summer of 1964 has been more than beneficial to all concerned.

There was a lot of hard worked which has helped me to ready myself for four years of college.

There could have been more activities (not during regular school hours) that would have made the summer more pleasant.

All in all the workshop was fine, thanks to our wonderful instructors and administrative staff.

(Unsigned)

The Basic Skills workshop is, on a whole, a very good idea and almost essential for students who are advanced in English and Math.

I think that the course in Philosophy is the best idea yet because it helped us to realize how much we had accepted what we were told on face value alone without really asking for any sort of proof. Since we are basically concerned, in any course of study with math and English, it was understood that they would be a part of this workshop.

The only complaint that I have is, I realize now that we could have had more extra-curicular activities; they would have done us good.

I think that the instruction, on a whole was excellent and it has been a rewarding as well as an enjoyable summer. Thank you,

(Signed) Opal Sims

The only suggestions I have for an improvement of the Workshop is to improve group receational activity. I think if had gotten acquainted with my classmates better than I did I would have been more outspoken in class.

The class periods were long enough. I enjoyed the things we undertook in math, Philosophy and English.

(Unsigned)

I think that the Basic Skills Workshop has been a tremendous help to me. I enjoyed it very much. It would help the students next year if classes started a little later, so they could be awake in willing to participate. I find no other changes necessary, and even if I fail the courses that I took I am sure that I have learned a lot which will help me in my college carreer.

(Signed) Ronald Mock

REPORT ON THE SOUTHERN TEACHING PROGRAM

Summer 1964

INTRODUCTION

The Southern Teaching Program grew out of the interest of several Yale Law School students in teaching for a summer in a predominantly Negro college in the South. Through private discussions during the winter and spring of 1964, many graduate and professional students at Yale and other universities became interested. Inquiries to southern colleges showed that there was considerable interest in a program which would provide substitute or supplementary teachers for the summer school sessions. It was decided to approach several foundations for support of an experimental program during the summer of 1964.

Under the resulting program, 53 graduate and professional students taught in 13 predominantly Negro colleges, most of them in the South. (There were over 130 applicants in all.) There were a variety of motivations among the 53 STP instructors. Some were attracted to the program out of a long background of involvement in civil rights, others by the chance to gain teaching experience before deciding on a career.

The 13 colleges and the teaching situations of the 53 STP instructors were extremely diverse. The colleges ranged from small, private, rural, isolated, and struggling, to large, state-supported, urban, and relatively wealthy, with all variations in between. In some instances, the STP instructors taught in special programs for entering freshmen, honor students, or in-service teachers. In other cases, they taught as regular faculty in the standard summer school curriculum. Some instructors worked primarily with remedial students, while others worked with advanced students. A few served as teaching assistants.

Because of the wide diversity of experiences, the tendency to generalize must be restrained. The colleges involved were quite different, as were the summer school sessions, and, naturally, the instructors themselves. This report can only indicate the range of programs in which the STP instructors participated and the problems encountered, and suggest possible future efforts.

ACCOMPLISHMENTS

All of the STP instructors agreed that their summer experiences had been worthwhile, though often difficult, and educational for both students and instructors. The teaching experience was extremely valuable, as were the extra-curricular activities in which most instructors participated. There was usually considerable freedom for instructors to experiment in planning and teaching their courses, and many opportunities for organizing or helping in more informal activities outisde of the classroom.

Many of the instructors impressed their students and other faculty with their enthusiasm for teaching and their interest in the subjects they were teaching. This enthusiasm often compensated for the fact that only some of the STP participants had previous teaching experience. President Hollis Price of Le Moyne wrote about the four STP instructors at his college while the summer program was still in progress:

> The Yale students are alive and enthusiastic and so are the youngsters. . . .
>
> Because the graduate students are nearer the age of the students they teach, there exists a rapport between them and their students which would not be the case with regular faculty members. In short, they understand each other. The STP which Yale students sponsor and direct is one of the more realistic and fruitful attacks on a serious problem.

The relationships between students and teachers were generally informal, often a novelty for many students. Teaching methods in many cases also departed from the traditional ones, with more emphasis on discussion, on forming and expressing personal opinions rather than memorizing facts, on critical reading skills, and on essay examination questions.

In response to the question, "What was the value of this program to your students?" one STP instructor replied:

> It had value because they had the chance to experience not necessarily better teaching than they were used to,... but because I directed their full attention to the literature itself....

> and because I was personally concerned with what each of them had to say or write about what he was reading, whether or not it agreed with what I or anyone else said. I asked them to be disagreeable, and some of them were and said that they appreciated the chance....

In several situations, classes were quite small and there was a large amount of individual attention. Many students commented that they had been forced to work hard for the first time in their lives. One entering Freshman at Texas Southern began her evaluation of the summer Basic Skills Workshop this way: "First of all, I have worked harder than ever before but I have enjoyed it."

Enthusiasm usually carried over from the classroom into personal relationships and extra-curricular activities. Conditions varied greatly, of course, but in some areas Negro-white personal relationships were established for the first time on more than a superficial level. Many students and instructors valued very highly this personal contact and the learning involved in it. As one student from Texas Southern wrote;

> The idea of having young teachers from out of Texas was a good choice. Perhaps I am in favor of this because I have never been out of the state. However, since I am not alone in this respect, I think it is a good idea to have teachers from a different culture.

Many of the STP instructors spent their free time working in special projects which involved the whole college and sometimes the surrounding community as well. This was particularly true at Rust College, in Holly Springs, Miss., where the 6 STP instructors felt that their presence itself had been as important as their actual teaching. In addition to teaching in the regular summer school program STP instructors were involved in many outside activities: a student newspaper was started; an alumni bulletin published; a darkroom equipped; voluntary classes in remedial English composition and constitutional law were set up; and a meeting was organized, with regular faculty members, to explain to the students the new Civil Rights Law. From among the 90,000 books donated to the Freedom Schools, some 2,600 volumes more suitable for a college library were sorted out, catalogued, and added to the Rust College Library.

At Tuskegee Institute, student interest in writing was aroused and two issues of a literary magazine were published by the students in the pre-freshman program. A voluntary music appreciation class attracted between thirty and sixty regular attenders.

An STP art instructor at Lane College, Jackson, Tennessee, wrote:

> I matted and hung two shows of student art work, This was well received. Although there are quite a few good musicians at Lane College, no one realized there were students talented in art. The faculty seemed quite surprised at what had been done in such a short time. Also, I believe the students seeing their work nicely presented realized for the first time their own artistic potentials.

Other instructors helped a regular staff member and Lane students carry out a survey of conditions in a nearby slum area, with the aim of setting up a tutorial school, staffed by Lane students in their free time.

Dramatic activities were organized at several colleges, including LeMoyne, in Memphis, Tennessee. Readings from Shakespeare and a very successful production of Giradoux's Apollo of Bellac were held.

At St. Augustine's College, Raleigh, North Carolina, some encouraging contact was made with members of the white community, especially with white students who expressed interest in better race relations. Hopefully, these contacts will continue through the winter.

There were also good community relations at Central State College, Wilberforce, Ohio, a formerly Negro college which now has about a hundred white students. STP instructors were successful at Central State College in organizing trips to concerts and plays during the summer.

Many STP instructors regretted leaving at the end of the summer when they were just becoming familiar with the college and with the community. Several expressed interest in returning for another summer or for a longer period; several colleges asked instructors to remain during the regular year. Two STP instructors accepted full time positions for the academic year 1964-1965.

PROBLEMS

Some instructors felt that they encountered no serious problems at all; others experienced periods of despair and felt there were problems which might never be solved. One common problem which it should be possible to avoid this year was a lack of information about teaching assignments and textbooks. It was often difficult to plan courses with only very general information on this subject. Individual instructors felt that their schedules and responsibilities had not been spelled out in sufficient detail before they began work.

While everyone appreciated the freedom to run their own classes with a minimum of supervision, some instructors felt that a discussion with the Dean or the Dept. Head at the beginning of the term would have been helpful.

A frequent point of friction and a major area of concern for future planning is the relationship of STP instructors with the regular faculty. During the past summer this relationship ranged from quite friendly to hostile and resentful. In several cases, there was no contact at all. The reasons for this include the fact that many regular faculty members were away, others had very heavy schedules, and sometimes the STP instructors did not attempt to make contact, but stuck together in a small group.

The resentment of STP instructors by some regular faculty members seems to have had a variety of causes. Some resentment of "outsiders" coming in for a few weeks to "help" is almost unavoidable. Suspicions of motivations of STP instructors and fear for jobs were not uncommon, especially at first. Certainly it is necessary in the future to make very clear to faculty and administration the purposes of STP. Another frequent source of resentment was the tendency of some instructors to criticize existing inadequacies vigorously and audibly. It is only to be expected that faculty who have taught at a college for 10 or 15 years may not welcome the advice of a well-meaning, but extremely short-term, visitor.

College libraries and bookstores were a frequent obstacle. Most of the libraries badly need additional funds to increase their small collections. This is an area in which outside funds can be of great importance. Closed stacks, a lack of current publications, and poor cataloging were frequently mentioned as problems. Bookstores also suffered from lack of funds. They were usually small and carried only the required textbooks, no paperbacks or used books.

The general lack of paperbacks, in bookstores and for use in courses, surprised and disappointed many STP instructors. They felt that the failure to arouse the interest of students was often due to the use of large anthologies and general texts. They found it more successful, when possible, to use paperbacks, periodicals, reserve books, and mimeographed materials.

The major problem of the summer, and the reason for creating the STP, was the poor preparation of the students for college work. Naturally there was a great range of ability, but even very able students in special programs had deficiencies in reading and writing skills. These deficiencies were often extremely severe among regular students and in-service teachers. Very basic language and math skills were lacking in many cases, and prevented students from profiting fully from college level texts and materials. A very large amount of money and effort could be put into remedial programs concerned with basic skills. Small classes are essential for the improvement of writing and reading skills.

In-service teachers often were among the most poorly-prepared summer school students. The vicious circle of segregated education is seen here with great clarity. The need for Negro teachers to staff Negro schools, and the fact that teaching is one of the only professions open to Negroes in the South, means that many Negroes go into teaching without proper background or motivation. Several STP instructors were faced with the difficult prospect of failing in-service teachers who were taking courses to retain positions or gain salary increases. In-service teachers were resentful when they did poorly. As with remedial work for entering college students, there is a tremendous need for money and effort to improve teacher-training in many Southern colleges.

As suggested earlier, many students were not accustomed to studying hard and preparing lessons thoroughly. This was due in part to work and family obligations, and to a tendency of teachers not to demand enough of them. The STP instructors found students reluctant to ask questions or express opinions, content rather to repeat what they heard from the instructor. Cheating on tests and copying homework were often generally accepted practices. The instructors experienced varying degrees of difficulty in understanding these attitudes. One of the greatest satisfactions for STP instructors was that by the end of the summer many students felt a growing confidence in expressing their own ideas.

SUGGESTIONS FOR THE FUTURE

All the students who taught in the Southern Teaching Program this summer thought that the program should be continued and expanded. The suggestions they made in written reports will provide guidelines for the summer of 1965.

Many participants were concerned that more Negro graduate and professional students be recruited to teach next year and that students be recruited from a greater number of colleges. Interest in the Southern Teaching Program has already been expressed on several additional campuses.

About half of this summer's STP instructors worked in regular summer school programs, and half worked in special pre-freshman programs. It seems possible to expand both aspects of the Southern Teaching Program without taking summer employment from the regular faculty. An increasing number of fellowships are being made available to the faculty of predominantly Negro colleges. The Southern Teaching Program can provide replacements for regular faculty members who wish to study during the summer.

Special summer programs can be important in motivating young students who are just entering college or beginning to think seriously about a college education. It is also important to encourage students to consider graduate or professional training. Few students are aware that graduate schools and industries are now actively seeking promising Negro applicants. It would be valuable for STP instructors to work more closely with regular faculty members who advise students on career opportunities.

Pre-freshman programs require additional faculty, particularly if classes are to be kept small and students are to receive needed individual attention. Graduate students, who are young and currently involved in their own studies, can work effectively with high school students in honors or remedial programs. As colleges decide to enlarge or establish special programs, the Southern Teaching Program can supply young and energetic student instructors to help staff them.

FINANCIAL REPORT

INCOME

Foundation grants	$17,000.00

EXPENSES

Transportation (plane fare to and from college for each participant.).....	$6,180.00
Salary Supplements (Each participant received $50.00/week, plus room and board, paid by the colleges, STP, or both.)	8,705.00
Administrative expenses:	
Memphis Conference.....	510.47
Trip South to visit colleges, Loren Ghiglione.....	251.00
Office materials, typing, phone, etc.	1,057.85
	$16,704.32

Balance at October 1, 1964	$295.68

Rec'd 10/26/64

file

SOUTHERN UNIVERSITY

BATON ROUGE, LOUISIANA

October 22, 1964

Dr. Leslie W. Dunbar
Executive Director
Southern Regional Council
5 Forsyth Street
Atlanta 3, Georgia 30303

Dear Dr. Dunbar:

This is to acknowledge receipt of the Southern Regional Council's check in the amount of $407.83 covering the expenses for my trips to Houston and Dallas as a Consultant on the Southern Teaching Program in August.

Yours sincerely,

T. E. McKinney, Jr.

T. E. McKinney, Jr., Chairman
Department of Political Science

TEM:thb

November 4, 1964

Mr. Fred Schulze
Executive Director
Southern Teaching Program
P. O. Box 401-A
Yale Station
New Haven, Connecticut

Dear Mr. Schulze:

I look forward to seeing you at 9:30 a.m., November 16.

You and John will be welcome at the meeting here of the Southern Student Organizing Committee. This is a group of college students mainly white, organized less than a year. Their general aims are to wake up the campuses. They will meet at Gammon Theological Seminary from November 13-15.

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD:slw

File
cr: Southern Student Organizing Cttee.

SOUTHERN TEACHING PROGRAM
P.O. BOX 401-A
YALE STATION
NEW HAVEN, CONNECTICUT

November 3, 1964

Mr. Leslie Dunbar
Executive Director
Southern Regional Council, Inc.
Atlanta, Georgia

Dear Mr. Dunbar:

Plans for my trip to Georgia and the Carolinas in the next weeks are beginning to take definite shape. The response of colleges in the region has been pretty good, and I have already arranged to visit a number of colleges which are interested in the Southern Teaching Program.

I am planning to arrive in Atlanta on Sunday, November 15, and can come to your office Monday morning at your convenience. I believe you mentioned 9:30 a.m. in our phone conversation last week.

You also mentioned on the phone a meeting of southern college students in Atlanta on Saturday, November 14. I should have asked you more about it at the time. Do you think it would be possible for me to attend the meeting? John Walker was also interested in learning more about the meeting and wondered whether he should try to come to Atlanta then. Any information you send me about the meeting I will pass along to John when I see him next week.

I am looking forward to seeing you in Atlanta on Monday, November 16.

Sincerely,

Fred Schulze

Fred Schulze
Executive Director

FS:ms

November 25, 1964

Mr. G. Franklin Edwards
Professor of Sociology
Howard University
Washington, D. C.

Dear Mr. Edwards:

This is to confirm your reservation for the evening of December 1, 1964. You will be staying at the Atlantan Hotel, 111 Luckie Street, N. W.

Sincerely yours,

Sandra L. Walker
Secretary

Rec'd 11/25/64

Done 11/25/64

HOWARD UNIVERSITY
WASHINGTON, D.C. 20001

DEPARTMENT OF
SOCIOLOGY AND ANTHROPOLOGY

November 24, 1964

Dr. Leslie W. Dunbar
Executive Director
Southern Regional Council, Inc.
5 Forsyth Street, N. W.
Atlanta, Georgia

Dear Dr. Dunbar:

I have investigated airline schedules to Atlanta, hoping that it might be possible to leave here sufficiently early on the morning of December 2 to make the 10:00 o'clock meeting on that date. It is now certain that this can not be done. I shall have, therefore, to fly to Atlanta on the evening of the first. In this connection, I wonder if you might arrange a hotel or motel reservation for me at some place near to where the meeting will be held. I shall need the reservation only for the evening of the first, as I expect to return to Washington shortly after our meeting is concluded.

I shall be grateful to you for any help you might give in this matter. I look forward to our meeting and to seeing you again.

Sincerely yours,

G. Franklin Edwards

G. Franklin Edwards
Professor of Sociology

GFE:wl

P. S. It is likely that I shall arrive in Atlanta some time between 6:00 P. M. and midnight on the evening of the first.

LR

Rec'd 12/28/64

SOUTHERN TEACHING PROGRAM, INC.
P.O. BOX 401-A
YALE STATION
NEW HAVEN, CONNECTICUT

Dec. 23, 1964

Dear Mr. Dunbar,

Enclosed are the copies of the reports which you requested. I hope they are not too late to be of use. Your request arrived after I had left to visit colleges in the Texas - La. area, taking the reports with me. I returned only last night.

One report, that of Frank Gardner, is missing.

I will write you soon in detail about my visits to colleges and our plans for the summer.

Again, I am sorry about the delay in sending the reports.

Best wishes for the New Year.

Fred Schulze

December 3, 1964

Mr. Fred Schulze
Executive Director
Southern Teaching Program
P. O. Box 401 - A
Yale Station
New Haven, Connecticut

Dear Mr. Schulze:

We have just gotten around to checking our list of STP participants, who have not returned their reports to us. They are as follows:

Bethune-Cookman College, Fontaine Belford

Bishop College, George Herr

Lane College, Frank Gardner and Joan Gardner

Philander Smith College, Robert Myers

Rust College, Loren Ghiglione

If possible, we would like these reports at your earliest convenience.

Sincerely yours,

Sandra L. Walker
Secretary

Participants in Southern Teaching Program , Summer 1964

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(summer 1964)

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* School contact

January 4, 1965

Dr. G. Franklin Edwards
Head
Department of Sociology and Anthropology
Howard University
Washington, D. C.

Dear Dr. Edwards:

To my embarrassment I have just realized that we reimbursed your travel expenses without including your honorarium. I am enclosing a check for three days work. I was not quite sure how to estimate your time.

I should have the draft report done this week and will get a copy off to you.

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD:slw
Enclosure - 1. Check for $150.00

RHA received a copy for her files.

XERO COPY XERO COPY XERO COPY XERO COPY

a copy in reading file

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Southern Regional Council, Inc.
5 FORSYTH STREET, N. W. ATLANTA 3, GEORGIA
JAckson 2-8764

A Council to inform the ideals and practices of equal opportunity to all peoples in the South

January 8, 1965

Memo To: Tilman Cothran
G. Franklin Edwards
Lewis M. Killian
T. E. McKinney, Jr.
J. Kenneth Morland
Lionel H. Newsom

From : Leslie W. Dunbar

Attached is a draft of the final report. I hope that I have incorporated all the decisions we reached, and I know that the report has benefitted from my thorough re-reading of your field memos.

Please be unsparing in your criticisms and suggestions, though I hope they will deal with matters of substance rather than form (unless there are glaring weaknesses of form).

In the interest of getting this completed, I shall exercise the discretion of deciding whether your suggestions are (a) improvements or (b) changes which affect the character of the report. I shall feel free to incorporate the former without further consultations; for suggestions of the "b-type," I shall feel obligated to convey them to the rest of you for decisions.

You will notice a few ommissions of fact, which I am endeavoring to locate.

Having been less than quick myself, I am on poor footing to ask for immediate attention. We are, however, late with this report and our (chiefly, "my") delay has inhibited STP's fund-raising. So if you can get word back to me in just a few days, all will be grateful.

Second (DRAFT) 11/8/65

Sent to all consultants by STP for approval

File STP

SOUTHERN TEACHING PROGRAM

AN EVALUATION

I. Description

A. The Southern Teaching Program was conceived in early 1964 by a small group of law and graduate students at Yale, interested in contributing to the reform of racial relations but convinced that their own best contribution would be to offer their training. Encouraged by the Yale administration, they addressed several Negro colleges of the South, offering to provide Summer session instructors. The response exceeded expectations; the students suddenly had on their hands a fairly large program, and foundation help was sought and obtained. In the outcome, 52 graduate and professional students (called in this report "Student Instructors" or "S.I.'s") were recruited and they taught in 13 predominantly Negro colleges (twelve in the South and one in Ohio) during the Summer of 1964. The program is planned again for 1965, and is being formalized some, including the appointment of a full-time coordinator.

B. This evaluation was requested by one of the supporting foundations, as well as by STP. Leslie W. Dunbar, Executive Director of the Southern Regional Council, initially accepted responsibility for the undertaking. His first step was to recruit a group of consultants, with the understanding that the final report would "reflect the consensus of all" and "be submitted in their names," as well as his.

The group consisted of:

Tilman C. Cothran, Professor of Sociology and Chairman of Department, Atlanta University;

G. Franklin Edwards, Professor of Sociology, Howard University;

Lewis M. Killian, Professor of Sociology, Florida State University;

T. E. McKinney, Jr., Professor of Political Science and Chairman of Department, Southern University;

J. Kenneth Morland, Professor of Sociology and Anthropology and Chairman of Department, Randolph-Macon Woman's College;

Lionel H. Newsom, Professor of Sociology, Morehouse College (Now, President of Barber Scotia College).

A study design, drafted by Dunbar and revised by the consultants, was prepared, and is attached to this report. Each consultant except Edwards visited, for two or three day periods, assigned campuses during the Summer session. (See Table I at end of this report.) The written reports of these visits form the chief underpinning of this evaluation. Cothran also observed at a mid-summer evaluation session at Memphis participated in by 26 of the S.I.'s. Questionnaires prepared by STP were returned by 42 of the S.I.'s, and these were also of great value.* Presidents of the colleges were requested to write, or have written by some administrative officer, a general evaluation, and eight did so.** On December 2, 1964, the consultants (Newsom being

*A few chose to write long letters instead of using the form; two other letters contained very little information. For usable purposes, therefore, data was received from 40 S.I.'s.

**Replies were received from Bethune-Cookman, Bishop, Central State, Lane, Le Moyne, Rust, Texas Southern, and Tuskegee.

absent) held a day long conference with Dunbar to review an outline report he had prepared. Following this, Dunbar drafted a report which was circulated to all consultants for revision and approval.

XI. General Remarks

The most obvious fact about the 1964 work of STP is that it did make an appreciated contribution on nearly all the campuses. With only a few exceptions, the administrators seem generally satisfied and interested in continuing the program, the students liked the S.I.'s, and they were received by other faculty with feelings ranging from positive gratitude to tolerance to resentment (little of the first, more of the third, much of the second). Again with a few exceptions, the SI's themselves were well pleased with their Summer. Many found the preparation of their students startlingly worse than they had steeled themselves to expect, perhaps an equal number were thrilled by talents discovered or improved, and nearly all were dismayed by the non-intellectual quality of campus life; few pondered the mystery that from ~~such cultural~~ campuses ~~barrens~~ like these had come the student protest movement of the 1960's, in whose magnetic field they now were.

All of these reactions could have been fairly well predicted by anyone familiar with the great need and the ingrained appreciativeness of Negro colleges. There are colleges in the South whose conditions are so poor that almost any outside effort is of help; only a catastrophe could hurt such schools, and our 13 include some of them. Our list also includes, however, several campuses of

present distinction and potential greatness. These cannot be helped merely through effort and good will; but it is precisely these institutions which know best how to make use of proffered assistance. Our prevailing interest in the writing of this evaluation report is to consider how well STP is adaptable to the basic needs of the predominantly Negro colleges.

STP was in 1964 a relatively small operation, and though it expects to enlarge in 1965 this will still be true. We found it, however, to be a signally interesting venture to study, for two principal reasons:

1. Despite its size and unpretentiousness, STP seems to us to illuminate well many of the characteristic problems encountered in programs of direct assistance to Negro colleges. It is one expression of the widespread current interest in aiding Negro colleges through the resources of prestige universities; although STP is a student directed operation, it draws on these resources. A measuring of its effectiveness and potential against more costly programs might well be worthwhile.

2. The Carnegie Foundation for the Advancement of Teaching has recently drawn much attention for its report on The Flight from Teaching. Among its discussed solutions is the "greater use of graduate students in college and university instruction." STP, now and in its later development, should be examined most carefully for ideas it may suggest for alleviating the shortage of fully trained college teachers.

III. Observations of STP of 1964

A. Selection Criteria

The 52 S. I.'s of 1964 included all levels of graduates from June A. B.'s up to and including one Ph.D. What number had had previous classroom teaching experience of any kind cannot be ~~certainly~~ exactly ascertained, but an examination of their applications for STP shows that only a few could have had any. Moreover, a considerable number taught courses outside the field of their specialization.

We think this procedure was unwise and should be drastically altered. We state this even before reporting our observations on the quality of work done by the 1964 S. I.'s. Indeed, we emphasize that our opinion here has nothing to do with empirical data.

It has to do, on the contrary, with what we regard as the need which any program of direct assistance, including STP, should serve; viz., the strengthening of higher education ~~for Negroes~~. A sore need, perhaps the keenest of all, is low professional standards.

Remembering this, it seems to us wrong to encourage the attitude that southern Negro students do not require teachers as well trained as white students of the North. We would urge that STP offer only those S. I.'s for the unsupervised teaching of college credit courses who have completed enough graduate training to be eligible to teach equivalent courses in the same fields at their own universities; generally, this would imply an M. A. degree or its equivalent in preparation. We do not think this would prove impossible for STP to accomplish.

A lesser standard could suffice for those assigned as assistants to regular faculty or as instructors in non-credit courses, such as pre-freshman or remedial programs. Indeed, something might be said for the superior qualifications of persons not yet too deeply immersed in specialized scholarship. But for these S.I.'s, the assurance of qualified supervision ought to be required by STP of the receiving college, and STP should plan prior programs of instruction in the techniques of problems of remedial education. To do the latter before the Summer of 1965 may or may not be feasible, but it should be incorporated into the planning for later years. Moreover, even for these special programs we believe that S.I.'s -- for their own benefit as well as that of the college -- should work in fields allied to their major interest; this rule might be set aside for individual cases but should in general be followed.

We are altogether aware that for many of the 1964 S.I.'s, the pleasure and the excitement were precisely their sudden responsibility; in fact, a number went to pains to explain that what they chiefly derived from the Summer was an experience that had little or nothing to do with civil rights or race relations, but had to do solely with the opportunity to teach. These attitudes delight us, as they would anyone devoted to education. But we are deeply impressed with the evident maturity of most of the S.I.'s, and with their capacity to understand that the first responsibility of STP should be the strengthening of the institutions it serves.

B. Orientation*

More than one-third of the S.I.'s did not attend the orientation held last June in New Haven. Although many of the opinions noted by the S.I.'s on their questionnaires are not easily classifiable, probably half of those who did attend had a negative reaction.

A principal shortcoming of the 1964 program was the non-existence or inadequacy of orientation at many of the receiving colleges. The 1964 program was of course, somewhat hurriedly planned and contrived, and the colleges had even less time to plan for it than did STP itself.

A common recommendation of the 1964 S.I.'s was that the 1965 S.I.'s receive orientation from them.

It is hardly surprising that response to the New Haven orientation session was not better; our experience is that some persons tend to be negative about any planned orientation programs. Indeed, this question produced the only substantial disagreement among the authors of this report, a minority of whom would dispense with any orientation of the S.I.'s en masse, on the grounds that orientation should be for the S.I.'s as for any other incoming instructors the exclusive responsibility of the college.

*In the discussion which follows, we ignore a weighty technical problem; i.e., the erratic opening dates of summer sessions, which in 1964 ranged from May 30 to July 13. We ignore the problem because we know of no solution to it, except orientation that begins not later than mid-May for summer S.I.'s. We are encouraged in discussing the question in somewhat ideal terms, because, as will appear later, we advocate that STP not be solely or even mainly a Summer program.

A majority view is that STP should provide an orientation session of a day or two duration before the S.I.'s journey to their assigned campuses, and should endeavor to get as perfect attendance as possible. The program should emphasize:

1. The objective of STP:
   a. education, (not civil rights);
   b. the strengthening of the institutions, to the ideal and that it is stronger after you leave.
2. The need to adjust to the situation you find*;
3. The nature of the Negro college campus
4. The psychology of interacting with Negroes on the faculty, student, and community levels
5. The uniqueness of each campus and community.

Some of the "veteran" S.I.'s should be present, but these should be carefully selected from among those who made a success of the previous Summer. The session could be held in any convenient location; in this regard, several of us wondered if Atlanta, where nearly all air and train routes of the South criss-cross, might not even for the S.I.'s be the most convenient place.

If some of us were not wholly persuaded of the need for a general orientation, we unitedly believe that the receiving college must discharge its obligation to the S.I.'s, and that STP should require this. This should consist of two things:

*Dean Wasserstrom of Tuskegee put it well: "They manifested a kind of unwillingness to accept Tuskegee Institute and its programs as a 'given' within which to work ... . I think it extremely important that persons who participate in such a short term affair ... do so with a conscious willingness to perform as best they can within the confines and ~~face~~ of the program."

1. Clear and précise notification in advance as to the S.I.'s assignment.
2. Several days, desirably as much as a week, on the campus before classes begin, with some responsible person assigned to help the S.I. settle in, learn the ropes of the library and the book store and the labs, and meet his associates and supervisor (if there is one).

Underlying whatever orientation the S.I.'s receive, one theme would be, we hope, repeatedly underscored. Our experience suggests to us that it has meaning and relevance to the use of graduate students as teachers in any schools. The theme is, "you are faculty."

The 1964 S.I.'s tended very strongly to identify with the students, although many of them at the same time noted - some wistfully, some detachedly, some disapprovingly - that their faculty associates had little to do with them socially. The difficult, delicate thought which should be got over to the S.I.'s would go somewhat like this:

> "From the moment you put foot on your assigned campus, you are faculty. Once you establish and maintain that identification in your own mind, you will likely discover that others will sense it. As faculty, you have and should assert the same privilege all other faculty have; viz., to improve your campus, including its faculty-student relationships or its awareness of community responsibility. Explore, therefore, how far you can go, but always preserving your faculty identity. You may surprise yourself. More importantly, you may surprise and instruct your associates. But if you identify with the students, you may be almost certain that nothing you do will be an example to anyone else."

C. The Summer Sessions of 1964

1. In general terms, STP seemed to be a clear disappointment only at Lane and St. Augustine. At the latter, the failure was probably due entirely to the college's almost total lack of prior planning. At Lane, neither the S.I.'s nor the administration seemed geared to make a success of the experiment. President Kirkendell of Lane desires, however, a continuance of the program, to support a planned pre-freshman course. (See Attachment.)

2. Again in general terms, STP seemed from all accounts to be an enthusiastic success at Le Moyne and Texas Southern.(at Miles also, but only one S.I. was there). The other eight schools fell somewhere in between.

It is, we believe, highly noteworthy that at Le Moyne and TSU the S.I.'s taught in well established programs of a special nature: at Le Moyne, a Summer Humanties Seminar for selected high school juniors and seniors; at TSU, a Basic Skills Workshop for selected, top quality freshmen.* Both schools looked on STP as a happy resource to draw upon for their programs. The schools themselves took the responsibility for making the best use of the S.I.'s.

*S.I.'s at both colleges commented on the brightness of their students, which was the opposite, almost, of the situation facing S.I.'s elsewhere.

And even though these programs were outside the regular curriculum, the schools treated the S.I.'s with professional respect and got professionalism from them. Significantly, when TSU found it needed one of its S.I.'s to teach a credit course, it immediately and substantially increased his stipend.

We think the Le Moyne and TSU approach, which was approximated at a couple other schools, is the only feasible way of making STP succeed. For it must be realized that the success of STP depends at least as much on the receiving colleges as on STP itself. At Le Moyne and TSU, the college knew what it wanted, made its own appraisal of the value STP could have to its programs, and integrated the S.I.'s into its on-going work.

Success is a product, of course, of mutual effort. There seemed to us to be no objective reasons why the Tuskegee programs should not have gone thoroughly well. Tuskegee furnished a strong argument for sound orientation, for once the S.I.'s learned who they were and why they were there things seemed to go satisfactorily.

Le Moyne and TSU are located in large cities - the only ones of the colleges which were. This factor probably affected every aspect of their attractiveness to the S.I.'s and contributed to the S.I.'s own good performance.

3. At Bishop, S.I.'s were integrated into a previously planned program directed and staffed by Emory University people; some rub resulted. Prior discussions could probably have eliminated the causes. STP should be prepared, we believe, to combine its resources with those of others in any of the several cooperative endeavors going on in the South, and with planning this should be feasible.

4. For the most part, the colleges accepted what STP said. There was the barest minimum of prior exchange of credentials or recommendations. On the other hand, TSU sent interviewers both to meet the S's beforehand, a practice which all recipient colleges might well adopt.

5. Summer session is, everywhere, unlike the regular sessions of a college. This fact alone does not necessarily diminish the value of STP as presently conceived. It does need to be known prior to going to work, however, and remembered later. Summer school at a southern Negro college frequently collects into one classroom public school teachers, pupils who had previously failed the course, campus hangers-around, and perhaps one or two bright students trying to accelerate. This produces a demanding challenge to the skills of any teacher; all of us can testify, either from actual or analogous experience, that it is quite likely to be also a disturbingly unsatisfying experience for the teacher.

6. Only a handful of the 1964 S.I.'s engaged in civil rights activities, and none to the evident detriment of their teaching responsibilities. The following statements culled from questionnaires articulate well what seemed to be widely shared reactions:

a. Most of my relationships with Negroes were perhaps touched by a certain tension or extra consciousness of the other person's needs and hurts, but I doubt that this is a "problem." Would that all human relationships everywhere would know such 'extra consciousness.'!

b. It was exciting to discover that middle class Negroes really do have the same values as I do, and a relief to decide that I don't have to feel any more of a common bond with a Negro grocery boy than I do with a white elevator man.

c. On the whole, I was not unduly shocked by the lack of intellectual motivation which I found in the pre-freshman student body. In this regard, I was somewhat disturbed by the frustrations of several of my northern and southern white teaching colleagues attending big northern universities who were suffering from what I would call liberal illusions about the nature of man, and the nature of segregation and education in general. I benefited morale-wise from being a political conservative. I had suspected that students who had attended third-rate schools and came from families where intellectual values were not always held in high esteem would not be well motivated. Nor did I think that we would be able to remedy this situation over night. I was, however, surprised by what I came to consider as the influence of motivation and development of the students. In varying degrees and various ways, most of the students accepted segregation. As the summer progressed, I came more and more to the conclusion that I could only deal with the problem of the intellectual motivation of each student by confronting him directly or intellectually or helping him to confront segregation, as it affected him physically and mentally. (Written by one of the handful who, before the Summer was out, got into civil rights activity.)

7. With the inevitable few exceptions, the S.I.'s did a good job, and were accorded ~~to~~ the approval of their students and their administration. Two S.I.'s stayed on at their colleges on full time appointments for 1964-65 (one at Le Moyne and one at ?). The following, taken from one of our field reports, expresses accurately what was generally found:

> Administrative personnel agreed that the S.I.'s were competent in their respective fields (sometimes with a slight edge over the regular teachers); that they brought

> a kind of interest and dynamism to their teaching which was often lacking among regular faculty members; that they exhibited an interest in students, both in and out of the classroom, that regular faculty members could emulate; and that they were creative in the utilization of existing resources.

8. At a minority of the schools, the S.I.'s were overworked; at one college in particular, the teaching load was a horror. The SI's at Texas Southern complained of too little work.

9. One S.I. thought that the chief value he and his colleagues had was simply "being there" as "outsiders," opening by their presence new vistas for the young Negro Southerner. In one form or another, this thought came out in the questionnaires of ~~any~~ MANY of the S.I.'s. Typically, it came from those in the less satisfactory teaching situations, not from those able to take pride in a teaching accomplishment.

Some S.I.'s gave a number of extra-curricular services. At Rust, by way of conspicuous example, the S.I.'s started a campus newspaper (which involved, among other things, making a photographer's dark room), processed thousand of books donated for Freedom Schools and selected and cataloged 2600 of them for the Rust library, staged a party for 200 students, and one of them assumed the duties of college public relations director. The purpose of STP, however, is academic. For S.I.'s to help out in these ways is good and laudable. For STP to allow this sort of activity to occupy a preminent place in its "advertising" or fund raising or orientation of new S.I.'s would be a gross mistake.

10. One S.I. disillusioned over his classes, wrote that long after his class had forgotten his lectures, students would remember him "lecturing while lying on a desk." This seems an inconvenient way to lecture, but does it suggest any problems? It is tempting to say that S.I.'s should conform to local styles of dress and behavior, but we would not stress it. Repeating our earlier point that the S.I.'s should regard themselves always as faculty, we would add here that he who isn't conforming should know that he isn't. S.I's should at least find out what is customarily expected of faculty, and non-conformity should be deliberate. In contrast to the reclining lecturer, another S.I. wrote: future S.I.'s "should be chosen for their capacity to transcend their parochial prejudices against neckties, conformity, and hard bound books." We would not necessarily agree.

Considering all, we who visited the 13 campuses expected to find more non-conformity and resentment of the same than was apparent. We found instead the interactions of mature people. We would recommend that STP select on the basic of academic credentials and teaching potential, and that little stress in either the selection or orientation process be given to conforming habits or their lack.

11. Our observation was that the S.I.'s as a whole made an important academic contribution, though it affected only their students, and little if at all their faculty associates. The disadvantaged

colleges of the South - both Negro and white - suffer from many ills, but the most conspicuous is their intellectual isolation. The S.I.'s brought heavier and more demanding assignments, more exacting standards on which grades were based, made the students plunge into unabridged books instead of anthologies, used the labs for problem solving and not merely demonstrations. They jolted minds - of a small number of young people.

12. In a very few situations, S.I.'s were over-supervised. In most cases they were on their own, in some cases even to the point of seemingly having no one's interest.

13. Faculty resentment of the S.I.'s did exist at some colleges. Although other factors were present as well, the chief cause was suspicion that regular faculty were being deprived of jobs by the S.I.'s.

We think it is wholly the responsibility of the receiving college to meet these problems. The S.I.'s do, of course, need to comport themselves with tact and courtesy, but no more (and no less) is required of them than of any incoming young instructors. The college administration should interpret and clarify for the regular faculty the role and purpose of STP. We can think of no way that STP can in advance require this, but where problems of this kind are encountered again STP might properly not return to that school without first having a frank talk with the administration.*

*We have omitted from this report any discussions of the interaction of S.I.'s and the local communities, although we gathered data on this matter and some of the S.I.'s reported on it interestingly; those receiving this report who would care to have information on this point may write Dunbar at the Southern Regional Council. We have omitted it because of a decision to focus exclusively on the educational questions.

D. Evaluation and Recommendations

1. We found that STP in 1964 made a wholesome contribution to at least eleven campuses. We believe that participation in STP deepened the training and maturity of the S.I.'s.

2. We are strongly of the opinion, especially after our observation of 1964 S.I.'s, that graduate students can not only benefit personally but can tremendously help higher education by doing more teaching. They can be good teachers, and they learn a great deal about their subject in the process. The STP idea is sound and we think should be extended.

3. We confine our remarks in this paragraph to the predominantly Negro colleges of the South, though we suspect they may apply generally. We doubt that graduate students as teachers can be of enduring value unless their service is a means for strenthening the regular faculty. Our chief lament about STP in 1964 is that we saw only the scantiest of evidence that the S.I.'s directly or indirectly benefited the regular faculty of the colleges.

4. Consequently, we believe that STP as presently conceived - i.e., as a Summer program - is of limited worth to the predominantly Negro colleges, though it may be of considereble value to the S.I.'s themselves. Such worth to the colleges as it can have is chiefly, we believe, in connection with special pre-freshman enrichment or remedial programs. Because we regard such programs as highly important, we encourage the further support of them by the resources of STP.

Otherwise, we see value to the colleges from STP as Summer activity only in peripheral cases; e.g., in order to free a regular faculty member for a few weeks of advanced study or research; or to give an experimental honors course, thereby encouraging the college to get someone to do it regularly.

5. We believe that STP could make a most valuable and valued contribution if arrangements could permit S.I.'s a longer period of contact with the Negro campus, thus enabling STP to have beneficial effect on the Regular faculty. This means, ofcourse, instructors for one or more terms of the Regular school year. The direct benefits to the faculty could consist of freeing faculty members for advanced study or research, or assisting them with very large classes.

We believe that the foundations supporting STP should seriously consider providing additional funds to make possible (a) a longer period of instruction by the S.I.'s;* and (b) subsidy to a regular faculty members for study while the S.I.'s are meeting their classes. Although we have not done and cannot do an accurate cost estimate, our belief is that this would be, by comparison with other programs of similar aims, a distinctly cheaper and yet highly effective method of strenthening the Negro colleges of the South. For it would go to the root problem which is the shortcomings of a faculty isolated from most of the stimulus and progress of scholarly associations.

*Of the 40 S.I.'s returing questionnaires, 27 said they would consider teaching for a year or longer at a predominantly Negro college, six said they couldn't or wouldn't, and seven either did not answer or were undecided.

6. We are recommending, therefore, that STP be structuredalong these lines:

a. for the support of special Summer enrichment and remedial programs;

b. for the direct benefit of faculty by enabling them to be released during the regular school year for advanced study, or by assisting them with heavy teaching loads.

Were STP so structured, we suspect its usefulness could be broadened. It is noticeable that some of the leading Negro colleges did not participate in 1964. Some of these do not offer Summer school. Others might not have been persuaded of the propriety for them of accepting STP. In either case, structuring STP as we have recommended here and in paragraphs 4 and 5 would quite possibly expand its area of service.

7. So too, we believe, would official sponsorship by Yale or some other prestige school. We advance this thought with diffidence but nevertheless with conviction. STP was conceived by students, and we are mindful of their claims. We also agree with Dr. Dominic Soda, who taught in STP at Bishop and is now on the faculty of Washington University, that STP's "simplicity of organization and directness of program were particularly appealing." These qualities should be preserved.

But help extended to any college should be dignified and non-patronizing. We noticed time and time again that administrators referred to STP as "the Yale program," and that is the way they wanted to think of it. We would hope that STP could continue to be run by students, but chartered by Yale or another front-rank school. If that

were administratively possible, the present virtues of simplicity and directness could be kept, and a relationship of lasting dignity between STP and the southern college could be established.

8. We hope that STP can successfully recruit S.I.'s not only in the Ivy League but at other schools of the North and West as well. We advocate recruitment on southern campuses such as Virginia, North Carolina, Duke, and Texas. We urge that every reasonable effort be made to recruit more Negro S.I.'s; the 1964 record of only one was not good.

9. For our recommendation on selection criteria see III A above. To the remarks there, we would add that each prospective S.I. should be recommended by his own graduate advisor to STP, and that a copy of the recommendation should be transmitted to the proposed receiving college along with the SI's other credentials. We think it important that the colleges have time to pass on the qualifications of proposed S.I.'s and their suitability for the college's program needs. This means that STP should plan its operations to permit this period of time, and might also adopt the practice of simultaneously submitting the name of the S.I. to more than one school.

10. During Summer or other times when a significant number of S.I.'s are at work, STP might consider employing a visiting supervisor; someone of scholarly distinction and familiar with Negro campuses. This person could consel S.I.'s, help them interact with administration and faculty, and perhpas give college or classroom lectures.

11. For our recommendation on orientation see III B above.

12. Because a number of the S.I.'s of 1964 proposed that STP plan and organize its own remedial program and offer that to southern colleges, we comment on this point. We would not approve, falling back again on our premise that STP should serve the institutional development of the receiving colleges. It will not do so by weakening their responsibility to plan and carry forward their own programs.

13. Although this report has stayed within the framework of "Negro colleges," our final recommendation is that STP thoughtfully consider offering its resources to all disadvantaged colleges of the South. Many of the "white colleges" have academic problems and inadequacies much like those of the predominantly Negro schools. If STP can see its way clear to do this, it should, of course, restrict its offer of services to non-segregated schools willing to accept S.I.'s without regard to race.

14. We conclude by proposing - to STP, to the supporting foundations, to Yale, and to the receiving colleges - that STP not be seen as in any sense or degree a missionary venture, but in the context of a large conception of the obligation which the national community of scholars has for education, wherever it is offered.

Tilman C. Cothran
Leslie W. Dunbar
G. Franklin Edwards
Lewis M. Killian
T. E. McKinney, Jr.
J. Kenneth Morland
Lionel H. Newsom

DRAFT

COLLEGE	STUDENT INSTRUCTOR	COURSES	TAUGHT OR ASSISTED	QUESTIONNAIRE RECEIVED?	VISITED BY
Arkansas AM&N	Ann M. Goodrich (Wesleyan)	Elem. French, 17th & 18th Cent. Fr. Lit., freshman orientation	T,T,A	Yes	Cothran
	Christopher P. Hadley (Yale)	Logic, Introd. Calculus, Calculus II	T,T,T	Yes	
	Charles L. Marlow (Yale)	Eng. Lit, Amer. Lit.	T,T	Yes	
	George P. O'Leary (Yale)	math	T	No	
Bethune-Cookman	Fontaine Belford (Yale Divinity)	Summer skills, Program for high school seniors, French, Contemporary Lit.	T,T,T	Yes	Killian
	Barbara M. Hurwitz (Bryn Mawr)	Introd. Physics, Teaching Elem. Sci, Summer Skills	T,A,T	Yes	
	Susan Oakman (Wesleyan)	College Math, Trig, Coll. Alg., Summer Skills	T,T,T,T	Letter	
	Peter J. O'Connell (Yale)	Contemp Lit., Summer Skills	T,T	Yes	
Bishop	Robert J. Anderson (Yale)	Freshman remedial-English	T	Yes	McKinney
	George Herr (Yale Medical)	ditto - math	T	Yes	
	Morris B. Kaplan (Yale)	ditto - English	T	Yes	
	Dominic Soda (Yale)	Modern Alg., Fresh. remed. math	T,T	Yes	
Central State	Alexander M. McBean (Yale)	Introd. Biol., Experimental Embryology	A,A	Yes	Newsom

DRAFT

COLLEGE	STUDENT INSTRUCTOR	COURSES	TAUGHT or ASSISTED	QUESTIONNAIRE RECEIVED ?	VISITED BY
	Lillian S. Robinson (?)	(?)	?	No	
	Jeffrey B. Sidney (Yale)	Remedial Math, Principles of Math	T,T	Yes	
Lane	Leslie Donald Epstein (Yale)	Gen. Anthropology, Soc. Anthro., Psych.	T,T,T	Yes	Newson
	Frank T. Gardner (Yale)	Biol. Survey, Conservation, Anat. & Physiology, Genetics	T,T,T,T	Yes	
	Joan Gardner (Yale)	Art Hist. & Apprec., Art in Everyday Life Art Structures, Creative Drawing	T,T,T,T	Yes	
	Susan Gumpert (?)	Amer. Nat'l Gov't Amer. Hist.	T,T	Yes	
Le Moyne	Phillip A. Bertocci (Yale)	Summer Humanities Seminar for high school juniors and seniors - history	T	Yes	Newson
	Marilu Sanchez (Yale)	ditto - speech	T	Yes	
	David J. Winter (Yale)	ditto - math	T	Yes	
	Judith Winter (Yale)	ditto - philosophy	T	Yes	
Miles	Michel Forget (Yale Divinity)	Elem, Intermed, and Advanced French	T,T,T	Yes	~~Newson~~ Lost contact Cothran
Philander Smith	William W. Everett (Yale)	U.S. History. U.S. Govt.	T,T	Yes	
	Susan Hawk (Yale)	?	?	No	
	Robert P. Myers (Columbia Medical)	?	?	Letter	

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COLLEGE	STUDENT INSTRUCTOR	COURSES	TAUGHT or ASSISTED	QUESTIONNAIRE RECEIVED ?	VISITED BY
	Emily W. Strong (?)	Modern Math, Alg., Trig, Analytic Geom.	T,T,T,T	Yes	
	Richard Winslow (Columbia Medical)	Inorganic Chem.	T	Yes	
Rust	Franklin E. Bragg, II (Columbia Medical)	Intro. Biol.	T	Yes	Morland
	James M. Dodson (Yale)	Amer. Govt, St. and Local Govt	T,T	No	
	Loren Ghiglione (Yale)	Freshman English	T	Yes	
	Bruce G. Johnston (Columbia Medical)	World Lit.	T	Yes	
	James M. Matlack (Yale)	Amer Lit, Amer. Hist.	T,T	Yes	
	James G. Ricks (Yale)	Western Civilization	T	No	
St. Augustine	James A. Todd (Yale Divinity)	Alg-Trig, Social Statistics	T,T	Yes	Morland
	William M. Tucker (Yale)	College Grammar, English Composition	T,T	Yes	
Texas Southern	John Peter Basinger (Wesleyan)	Basic Skills Workshop for entering freshman-math	T	Yes	McKinney
	Tom L. Beauchamp (Yale)	ditto-philosophy	T	Yes	
	Harriett M. Bograd (Yale)	ditto-critical thinking	T	Yes	
	Sanford Budick (Yale)	World Lit, Modern English Novel	T,T	Yes	

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COLLEGE	STUDENT INSTRUCTOR	COURSES	TAUGHT or ASSISTED	QUESTIONNAIRE RECEIVED?	VISITED BY
	N. S. Freud (Yale)	Basic Skills etc. English	T	Yes	
	Orm Overland (Yale)	ditto-English	T	Yes	
	Vincent J. Rinella (Yale)	ditto-English	T	Yes	
	Robert Walker (Yale)	ditto-math	T	No	
Tuskegee	Robert E. Pilner (Yale)	Pre-freshman program - math	A	No	Morland
	Hans H. Hock (Yale)	German	T	No	
	Liza Molodovsky (Columbia)	Pre-freshman-reading	A	Yes	
	James T.B. Tripp (Yale)	ditto-math	A	Yes	
	Henrietta Yancy (Yale)	ditto-reading	A	No	
Winston-Salem	Deborah A. Gwatkin (Wesleyan)	Basic Math, Trig	T,T	Yes	Cothran
	Jonah S. Raskin (University of Manchester)	Amer. Lit, Eng Lit, Freshman Composition	T,T,T	No	

Because I feel guilty over my failure to get this done sooner, I am sending the draft to you so that you at least will know our thinking without further wait.

I would of course, be ready to receive any thoughts you may have, especially if you think we are missinformed or plain wrong about any points.

Please give particular attention to the chart at the conclusion. Can you supply any of the blanks? Do you see mistakes? Also, on your say-so, I have said in the text that two stayed on on full-time appointments for 1964-65. Actually

January 8, 1965

Mr. Fred Schulze
Executive Director
Southern Teaching Program
P. O. Box 401-A
Yale Station
New Haven, Connecticut

Dear Fred:

I am enclosing a draft report. In the same mail, it is going out to the consultants for revision and approval. I do not expect any substantial changes in the context, because we have discussed it all pretty thoroughly. My experience with these things suggests, however, that many changes of wording and style may be suggested and incorporated.

Because I feel guilty over my failure to get this done sooner, I am sending the draft to you so that you at least will know our thinking without further wait.

I would of course, be ready to receive any thoughts you may have, especially if you think we are missinformed or plain wrong about any points.

Please give particular attention to the chart at the conclusion. Can you supply any of the blanks? Do you see mistakes? Also, on your say-so, I have said in the text that two stayed on on full-time appointments for 1964-65. Actually, I know of only one: Miss Sanchez at Le Moyne; who was the other?

Also, you say there were 53 teachers. Have we lost one? I can count only 52. Also, which if any of the Yale students were Yale Law?

Could you supply me with lots of copies of the questionnaire, so that I can attach them to the final report?

And, could you let me know (perhaps you will want to talk with Mrs. Eddy) how many copies you will need and names of persons to whom we should send copies. I thought perhaps each of the 52 (53?) would like a copy; we could send them, if you and Mrs. Eddy agree.

Finally, I am enclosing also copies of the field reports of Professor Cothran on Arkansas AM&N, Philander Smith, Winston-Salem, and the Memphis conference. All the consultants' field reports were good, but in re-reading Tilman's I realized that they might be especially helpful to you, in some ways of more practical help than our final report.

The final report will be out as soon as I get my replies; certainly, during this month.

Best wishes,

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD:slw
Enclosures
cc: Mrs. Jane Lee Eddy

bcc: Mr. Tilman Cothran

Rec'd 1/20/65

File

HOWARD UNIVERSITY
WASHINGTON, D.C. 20001

DEPARTMENT OF
SOCIOLOGY AND ANTHROPOLOGY

January 18, 1965

Dr. Leslie W. Dunbar
Southern Regional Council
5 Forsyth Street, S. W.
Atlanta 3, Georgia

Dear Leslie:

I have reviewed the Draft Evaluation of the Southern Teaching Program and find it in good shape. It is comprehensive and incorporates, I believe, all of the major agreements reached at our meeting on December 2. I should add that it reflects your soft but positive touch, which I think is good for a report of this kind. I am returning the copy of the Draft sent me with insertions here and there. These relate, almost exclusively, to the insertion of a word or letter which had been omitted. As to form, I should think it would be helpful if we set up a few of the major points by underscoring them, as I have done for a few sentences at the bottom of Page 14. This may be done in several instances.

As I have thought about it, some of the more mature internes need not be confined to the precollege and remedial programs. While I continue to oppose their being given advanced work, I feel they may teach freshman English, which, I take it, is largely composition work and the first courses in mathematics, college algebra or trigonometry. These are fairly straightforward courses. I am led to believe that advanced graduate students correct the essays written by high school students when they take the "Writing Sample" given by the College Entrance Examination Board.

There is one further value to the presence of student internes on the Negro college campus other than the potential of their relieving regular teachers for a summer's or year's study. In my judgment, the presence of these internes should be a source of stimulation for many of the regular teachers. These internes are identified with graduate study as it goes forward at the present time. They should be able to furnish new insights and knowledge in a given field, on an informal and sometimes unwitting basis, to regular faculty members, especially to those who are some years removed from graduate study. This is on the assumption, of course, that the interne finds it possible to identify with colleagues in his particular field.

Sincerely yours,

Franklin

G. Franklin Edwards
Professor of Sociology

GFE:wl
Encl.

DRAFT

SOUTHERN TEACHING PROGRAM

AN EVALUATION

I. Description

A. The Southern Teaching Program was conceived in early 1964 by a small group of law and graduate students at Yale, interested in contributing to the reform of racial relations but convinced that their own best contribution would be to offer their training. Encouraged by the Yale administration, they addressed several Negro colleges of the South, offering to provide Summer session instructors. The response exceeded expectations; the students suddenly had on their hands a fairly large program, and foundation help was sought and obtained. In the outcome, 52 graduate and professional students (called in this report "Student Instructors" or "S.I.'s") were recruited and they taught in 13 predominantly Negro colleges (twelve in the South and one in Ohio) during the Summer of 1964. The program is planned again for 1965, and is being formalized some, including the appointment of a full-time coordinator.

B. This evaluation was requested by one of the supporting foundations, as well as by STP. Leslie W. Dunbar, Executive Director of the Southern Regional Council, initially accepted responsibility for the undertaking. His first step was to recruit a group of consultants, with the understanding that the final report would "reflect the consensus of all" and "be submitted in their names."

The group consisted of:

Tilman C. Cothran, Professor of Sociology and Chairman of Department, Atlanta University;

G. Franklin Edwards, Professor of Sociology, Howard University;

Lewis M. Killian, Professor of Sociology, Florida State University;

T. E. McKinney, Jr., Professor of Political Science and Chairman of Department, Southern University;

J. Kenneth Morland, Professor of Sociology and Anthropology and Chairman of Department, Randolph-Macon Woman's College;

Lionel H. Newsom, Professor of Sociology, Morehouse College (Now, President of Barber Scotia College).

A study design, drafted by Dunbar and revised by the consultants, was prepared, and is attached to this report. Each consultant except Edwards visited, for two or three day periods, assigned campuses during the Summer session. (See Table I at end of this report.) The written reports of these visits form the chief underpinning of this evaluation. Cothran also observed at a mid-summer evaluation session at Memphis participated in by 26 of the S.I.'s. Questionnaires prepared by STP were returned by 42 of the S.I.'s, and these were also of great value.* Presidents of the colleges were requested to write, or have written by some administrative officer, a general evaluation, and eight did so.** On December 2, 1964, the consultants (Newsom being

*A few chose to write long letters instead of using the form; two other letters contained very little information. For usable purposes, therefore, data was received from 40 S.I.'s.

**Replies were received from Bethune-Cookman, Bishop, Central State, Lane, Le Moyne, Rust, Texas Southern, and Tuskegee.

absent) held a day long conference with Dunbar to review an outline report he had prepared. Following this, Dunbar drafted a report which was circulated to all consultants for revision and approval.

II. General Remarks

The most obvious fact about the 1964 work of STP is that it did make an appreciated contribution on nearly all the campuses. With only a few exceptions, the administrators seem generally satisfied and interested in continuing the program, the students liked the S.I.'s, and they were received by other faculty with feelings ranging from positive gratitude to tolerance to resentment (little of the first, more of the third, much of the second). Again with a few exceptions, the SI's themselves were well pleased with their Summer. Many found the preparation of their students startlingly worse than they had steeled themselves to expect, perhaps an equal number were thrilled by talents discovered or improved, and nearly all were dismayed by the non-intellectual quality of campus life; few pondered the mystery that from such cultural barrens had come the student protest movement of the 1960's, in whose magnetic field they now were.

All of these reactions could have been fairly well predicted by anyone familiar with the great need and the ingrained appreciativeness of Negro colleges. There are colleges in the South whose conditions are so poor that almost any outside effort is of help; only a catastrophe could hurt such schools, and our 13 include some of them. Our list also includes, however, several campuses of

present distinction and potential greatness. These cannot be helped merely through effort and good will; but it is precisely these institutions which know best how to make use of proffered assistance. Our prevailing interest in the writing of this evaluation report is to consider how well STP is adaptable to the basic needs of the Negro colleges.

STP was in 1964 a relatively small operation, and though it expects to enlarge in 1965 this will still be true. We found it, however, to be a signally interesting venture to study, for two principal reasons:

1. Despite its size and unpretentiousness, STP seems to us to illuminate well many of the characteristic problems encountered in programs of direct assistance to Negro colleges. It is one expression of the widespread current interest in aiding Negro colleges through the resources of prestige universities; although STP is a student directed operation, it draws on these resources. A measuring of its effectiveness and potential against more costly programs might well be worthwhile.

2. The Carnegie Foundation for the Advancement of Teaching has recently drawn much attention for its report on The Flight from Teaching. Among its discussed solutions is the "greater use of graduate students in college and university instruction." STP, now and in its later development, should be examined most carefully for ideas it may suggest for alleviating the shortage of fully trained college teachers.

III. Observations of STP of 1964

A. Selection Criteria

The 52 S. I.'s of 1964 included all levels of graduates from June A. B.'s up to and including one Ph.D. What number had had previous classroom teaching experience of any kind cannot be certainly ascertained, but an examination of their applications for STP shows that only a few could have had any. Moreover, a considerable number taught courses outside the field of their specialization.

We think this procedure was unwise and should be drastically altered. We state this even before reporting our observations on the quality of work done by the 1964 S. I.'s. Indeed, we emphasize that our opinion here has nothing to do with empirical data.

It has to do, on the contrary, with what we regard as the need which any program of direct assistance, including STP, should serve; viz., the strengthening of higher education for Negroes. A sore need, perhaps the keenest of all, is low professional standards.

Remembering this, it seems to us wrong to encourage the attitude that southern Negro students do not require teachers as well as trained as white students of the North. We would urge that STP offer only those S. I.'s for the unsupervised teaching of college credit courses who have completed enough graduate training to be eligible to teach equivalent courses in the same fields at their own universities; generally, this would imply an M. A. degree or its equivalent in preparation. We do not think this would prove impossible for STP to accomplish.

A lesser standard could suffice for those assigned as assistants to regular faculty or as instructors in non-credit courses, such as pre-freshman or remedial programs. Indeed, something might be said for the superior qualifications of persons not yet too deeply immersed in specialized scholarship. But for these S.I.'s, the assurance of qualified supervision ought to be required by STP of the receiving college, and STP should plan prior programs of instruction in the techniques of problems of remedial education. To do the latter before the Summer of 1965 may or may not be feasible, but it should be incorporated into the planning for later years. Moreover, even for these special programs we believe that S.I.'s -- for their own benefit as well as that of the college -- should work in fields allied to their major interest; this rule might be set aside for individual cases but should in general be followed.

We are altogether aware that for many of the 1964 S.I.'s, the pleasure and the excitement were precisely their sudden responsibility; in fact, a number went to pains to explain that what they chiefly derived from the Summer was an experience that had little or nothing to do with civil rights or race relations, but had to do solely with the opportunity to teach. These attitudes delight us, as they would anyone devoted to education. But we are deeply impressed with the evident maturity of most of the S.I.'s, and with their capacity to understand that the first responsibility of STP should be the strengthening of the institutions it serves.

B. Orientation*

More than one-third of the S.I.'s did not attend the orientation held last June in New Haven. Although many of the opinions noted by the S.I.'s on their questionnaires are not easily classifiable, probably half of those who did attend had a negative reaction.

A principal shortcoming of the 1964 program was the non-existence or inadequacy of orientation at many of the receiving colleges. The 1964 program was of course, somewhat hurriedly planned and contrived, and the colleges had even less time to plan for it than did STP itself.

A common recommendation of the 1964 S.I.'s was that the 1965 S.I.'s receive orientation from them.

It is hardly surprising that response to the New Haven orientation session was not better; our experience is that some persons tend to be negative about any planned orientation programs. Indeed, this question produced the only substantial disagreement among the authors of this report, a minority of whom would dispense with any orientation of the S.I.'s en masse, on the grounds that orientation should be for the S.I.'s as for any other incoming instructors the exclusive responsibility of the college.

*In the discussion which follows, we ignore a weighty technical problem; i.e., the erratic opening dates of summer sessions, which in 1964 ranged from May 30 to July 13. We ignore the problem because we know of no solution to it, except orientation that begins not later than mid-May for summer S.I.'s. We are encouraged in discussing the question in somewhat ideal terms, because, as will appear later, we advocate that STP not be solely or even mainly a Summer program.

A majority view is that STP should provide an orientation session of a day or two duration before the S.I.'s journey to their assigned campuses, and should endeavor to get as nearly perfect attendance as possible. The program should emphasize:

1. The objective of STP:
   a. education, not civil rights;
   b. the strengthening of the institutions, to the ideal and that it is stronger after you leave.
2. The need to adjust to the situation you find*;
3. The nature of the Negro college campus
4. The psychology of interacting with Negroes on the faculty, student, and community levels
5. The uniqueness of each campus and community.

Some of the "veteran" S.I.'s should be present, but these should be carefully selected from among those who made a success of the previous Summer. The session could be held in any convenient location; in this regard, several of us wondered if Atlanta, where nearly all air and train routes of the South criss-cross, might not even for the S.I.'s be the most convenient place.

If some of us were not wholly persuaded of the need for a general orientation, we unitedly believe that the receiving college must discharge its obligation to the S.I.'s, and that STP should require this. This should consist of two things:

*Dean Wasserstrom of Tuskegee put it well: "They manifested a kind of unwillingness to accept Tuskegee Institute and its programs as a 'given' within which to work ... . I think it extremely important that persons who participate in such a short term affair ... do so with a conscious willingness to perform as best they can within the confines and foci of the program."

1. Clear and precise notification in advance as to the S.I.'s assignment.
2. Several days, desirably as much as a week, on the campus before classes begin, with some responsible person assigned to help the S.I. settle in, learn the ropes of the library and the book store and the labs, and meet his associates and supervisor (if there is one).

Underlying whatever orientation the S.I.'s receive, one theme would be, we hope, repeatedly underscored. Our experience suggests to us that it has meaning and relevance to the use of graduate students as teachers in any schools. The theme is, "you are faculty."

The 1964 S.I.'s tended very strongly to identify with the students, although many of them at the same time noted - some wistfully, some detachedly, some disapprovingly - that their faculty associates had little to do with them socially. The difficult, delicate thought which should be got over to the S.I.'s would go somewhat like this:

> "From the moment you put foot on your assigned campus, you are faculty. Once you establish and maintain that identification in your own mind, you will likely discover that others will sense it. As faculty, you have and should assert the same privilege all other faculty have; viz., to improve your campus, including its faculty-student relationships or its awareness of community responsibility. Explore, therefore, how far you can go, but always preserving your faculty identity. You may surprise yourself. More importantly, you may surprise and instruct your associates. But if you identify with the students, you may be almost certain that nothing you do will be an example to anyone else."

C. The Summer Sessions of 1964

1. In general terms, STP seemed to be a clear disappointment only at Lane and St. Augustine. At the latter, the failure was probably due entirely to the college's almost total lack of prior planning. At Lane, neither the S.I.'s nor the administration seemed geared to make a success of the experiment. President Kirkendoll of Lane desires, however, a continuance of the program, to support a planned pre-freshman course. (See Attachment.)

2. Again in general terms, STP seemed from all accounts to be an enthusiastic success at Le Moyne and Texas Southern (at Miles also, but only one S.I. was there). The other eight schools fell somewhere in between.

It is, we believe, highly noteworthy that at Le Moyne and TSU the S.I.'s taught in well established programs of a special nature: at Le Moyne, a Summer Humanties Seminar for selected high school juniors and seniors; at TSU, a Basic Skills Workshop for selected, top quality freshmen.* Both schools looked on STP as a happy resource to draw upon for their programs. The schools themselves took the responsibility for making the best use of the S.I.'s.

*S.I.'s at both colleges commented on the brightness of their students, which was the opposite, almost, of the situation facing S.I.'s elsewhere.

And even though these programs were outside the regular curriculum, the schools treated the S.I.'s with professional respect and got professionalism from them. Significantly, when TSU found it needed one of its S.I.'s to teach a credit course, it immediately and substantially increased his stipend.

We think the Le Moyne and TSU approach, which was approximated at a couple other schools, is the only feasible way of making STP succeed. For it must be realized that the success of STP depends at least as much on the receiving colleges as on STP itself. At Le Moyne and TSU, the college knew what it wanted, made its own appraisal of the value STP could have to its programs, and integrated the S.I.'s into its on-going work.

Success is a product, of course, of mutual effort. There seemed to us to be no objective reasons why the Tuskegee programs should not have gone thoroughly well. Tuskegee furnished a strong argument for sound orientation, for once the S.I.'s learned who they were and why they were there things seemed to go satisfactorily.

Le Moyne and TSU are located in large cities - the only ones of the colleges which were. This factor probably affected every aspect of their attractiveness to the S.I.'s and contributed to the S.I.'s own good performance.

3. At Bishop, S.I.'s were integrated into a previously planned program directed and staffed by Emory University people; some rub resulted. Prior discussions could probably have eliminated the causes. STP should be prepared, we believe, to combine its resources with those of others in any of the several cooperative endeavors going on in the South, and with planning this should be feasible.

4. For the most part, the colleges accepted what STP sent. There was the barest minimum of prior exchange of credentials or recommendations.

5. Summer session is, everywhere, unlike the regular sessions of a college. This fact alone does not necessarily diminish the value of STP as presently conceived. It does need to be known prior to going to work, however, and remembered later. Summer school at a southern Negro college frequently collects into one classroom public school teachers, pupils who had previously failed the course, campus hangers-around, and perhaps one or two bright students trying to accelerate. This produces a demanding challenge to the skills of any teacher; all of us can testify, either from actual or analogous experience, that it is quite likely to be also a disturbingly unsatisfying experience for the teacher.

6. Only a handful of the 1964 S.I.'s engaged in civil rights activities, and none to the evident detriment of their teaching responsibilities. The following statements culled from questionnaires articulate well what seemed to be widely shared reactions:

a. Most of my relationships with Negroes were perhaps touched by a certain tension or extra consciousness of the other person's needs and hurts, but I doubt that this is a "problem." Would that all human relationships everywhere would know such 'extra consciousness.'!

b. It was exciting to discover that middle class Negroes really do have the same values as I do, and a relief to decide that I don't have to feel any more of a common bond with a Negro grocery boy than I do with a white elevator man.

c. On the whole, I was not unduly shocked by the lack of intellectual motivation which I found in the pre-freshman student body. In this regard, I was somewhat disturbed by the frustrations of several of my northern and southern white teaching colleagues attending big northern universities who were suffering from what I would call liberal illusions about the nature of man, and the nature of segregation and education in general. I benefited morale-wise from being a political conservative. I had suspected that students who had attended third-rate schools and came from families where intellectual values were not always held in high esteem would not be well motivated. Nor did I think that we would be able to remedy this situation over night. I was, however, surprised by what I came to consider as the influence of motivation and development of the students. In varying degrees and various ways, most of the students accepted segregation. As the summer progressed, I came more and more to the conclusion that I could only deal with the problem of the intellectual motivation of each student by confronting him directly or intellectually or helping him to confront segregation, as it affected him physically and mentally. (Written by one of the handful who, before the Summer was out, got into civil rights activity.)

7. With the inevitable few exceptions, the S.I.'s did a good job, and were accorded ~~to~~ the approval of their students and their administration. Two S.I.'s stayed on at their colleges on full time appointments for 1964-65 (one at Le Moyne and one at __?__). The following, taken from one of our field reports, expresses accurately what was generally found:

> Administrative personnel agreed that the S.I.'s were competent in their respective fields (sometimes with a slight edge over the regular teachers); that they brought

> a kind of interest and dynamism to their teaching which was often lacking among regular faculty members; that they exhibited an interest in students, both in and out of the classroom, that regular faculty members could emulate; and that they were creative in the utilization of existing resources.

8. At a minority of the schools, the S.I.'s were overworked; at one college in particular, the teaching load was a horror. The SI's at Texas Southern complained of too little work.

9. One S.I. thought that the chief value he and his colleagues had was simply "being there" as "outsiders," opening by their presence new vistas for the young Negro Southerner. In one form or another, this thought came out in the questionnaires of many of the S.I.'s. Typically, it came from those in the less satisfactory teaching situations, not from those able to take pride in a teaching accomplishment.

Some S.I.'s gave a number of extra-curricular services. At Rust, by way of conspicuous example, the S.I.'s started a campus newspaper (which involved, among other things, making a photographer's dark room), processed thousand of books donated for Freedom Schools and selected and cataloged 2600 of them for the Rust library, staged a party for 200 students, and one of them assumed the duties of college public relations director. The purpose of STP, however, is academic. For S.I.'s to help out in these ways is good and laudable. For STP to allow this sort of activity to occupy a prominent place in its "advertising" or fund raising or orientation of new S.I.'s would be a gross mistake.

10. One S.I. disillusioned over his classes, wrote that long after his class had forgotten his lectures, students would remember him "lecturing while lying on a desk." This seems an inconvenient way to lecture, but does it suggest any problems? It is tempting to say that S.I.'s should conform to local styles of dress and behavior, but we would not stress it. Repeating our earlier point that the S.I.'s should regard themselves always as faculty, we would add here that he who isn't conforming should know that he isn't. S.I's should at least find out what is customarily expected of faculty, and non-conformity should be deliberate. In contrast to the reclining lecturer, another S.I. wrote: future S.I.'s "should be chosen for their capacity to transcend their parochial prejudices against neckties, conformity, and hard bound books." We would not necessarily agree.

Considering all, we who visited the 13 campuses expected to find more non-conformity and resentment of the same than was apparent. We found instead the interactions of mature people. We would recommend that STP select on the basic of academic credentials and teaching potential, and that little stress in either the selection or orientation process be given to conforming habits or their lack.

11. Our observation was that the S.I.'s as a whole made an important academic contribution, though it affected only their students, and little if at all their faculty associates. The disadvantaged

colleges of the South - both Negro and white - suffer from many ills, but the most cancerous is their intellectual isolation. The S.I.'s heavier and more demanding assignments, brought more exacting standards on which grades were based, made the students plunge into unabridged books instead of anthologies, used the labs for problem solving and not merely demonstrations. They jolted minds - of a small number of young people.

12. In a very few situations, S.I.'s were over-supervised. In most cases they were on their own, in some cases even to the point of seemingly having no one's interest.

13. Faculty resentment of the S.I.'s did exist at some colleges. Although other factors were present as well, the chief cause was suspicion that regular faculty were being deprived of jobs by the S.I.'s.

We think it is wholly the responsibility of the receiving college to meet these problems. The S.I.'s do, of course, need to comport themselves with tact and courtesy, but no more (and no less) is required of them than of any incoming young instructors. The college administration should interpret and clarify for the regular faculty the role and purpose of STP. We can think of no way that STP can in advance require this, but where problems of this kind are encountered again STP might properly not return to that school without first having a frank talk with the administration.*

*We have omitted from this report any discussions of the interaction of S.I.'s and the local communities, although we gathered data on this matter and some of the S.I.'s reported on it interestingly; those receiving this report who would care to have information on this point may write Dunbar at the Southern Regional Council. We have omitted it because of a decision to focus exclusively on the educational questions.

D. Evaluation and Recommendations

1. We found that STP in 1964 made a wholesome contribution to at least eleven campuses. We believe that participation in STP deepened the training and maturity of the S.I.'s.

2. We are strongly of the opinion, especially after our observation of 1964 S.I.'s, that graduate students can not only benefit personally but can tremendously help higher education by doing more teaching. They can be good teachers, and they learn a great deal about their subject in the process. The STP idea is sound and we think should be extended.

3. We confine our remarks in this paragraph to the Negro colleges of the South, though we suspect they may apply generally. We doubt that graduate students as teachers can be of enduring value unless their service is a means for strenthening the regular faculty. Our chief lament about STP in 1964 is that we saw only the scantiest of evidence that the S.I.'s directly or indirectly benefited the regular faculty of the colleges.

4. Consequently, we believe that STP as presently conceived - i.e., as a Summer program - is of limited worth to the Negro colleges, though it may be of considerable value to the S.I.'s themselves. Such worth to the colleges as it can have is chiefly, we believe, in connection with special pre-freshman enrichment or remedial programs. Because we regard such programs as highly important, we encourage the further support of them by the resources of STP.

Otherwise, we see value to the colleges from STP as Summer activity only in peripheral cases; e.g., in order to free a regular faculty member for a few weeks of advanced study or research; or to give an experimental honors course, thereby encouraging the college to get someone to do it regularly.

5. We believe that STP could make a most valuable and valued contribution if arrangements could permit S.I.'s a longer period of contact with the Negro campus, thus enabling STP to have beneficial effect on the regular faculty. This means, ofcourse, instructors for one or more terms of the regular school year. The direct benefits to the faculty could consist of freeing faculty members for advanced study or research, or assisting them with very large classes.

We believe that the foundations supporting STP should seriously consider providing additional funds to make possible (a) a longer period of instruction by the S.I.'s;* and (b) subsidy to a regular faculty members for study while the S.I.'s are meeting their classes. Although we have not done and cannot do an accurate cost estimate, our belief is that this would be, by comparison with other programs of similar aims, a distinctly cheaper and yet highly effective method of strenthening the Negro colleges of the South. For it would go to the root problem which is the shortcomings of a faculty isolated from most of the stimulus and progress of scholarly associations.

*Of the 40 S.I.'s returing questionnaires, 27 said they would consider teaching for a year or longer at a predominatly Negro college, six said they couldn't or wouldn't, and seven either did not answer or were undecided.

6. We are recommending, therefore, that STP be structured along these lines:

a. for the support of special Summer enrichment and remedial programs;

b. for the direct benefit of faculty by enabling them to be released during the regular school year for advanced study, or by assisting them with heavy teaching loads.

Were STP so structured, we suspect its usefulness could be broadened. It is noticeable that some of the leading Negro colleges did not participate in 1964. Some of these do not offer Summer school. Others might not have been persuaded of the propriety for them of accepting STP. In either case, structuring STP as we have recommended here and in paragraphs 4 and 5 would quite possibly expand its area of service.

7. So too, we believe, would official sponsorship by Yale or some other prestige school. We advance this thought with diffidence but nevertheless with conviction. STP was conceived by students, and we are mindful of their claims. We also agree with Dr. Dominic Soda, who taught in STP at Bishop and is now on the faculty of Washington University, that STP's "simplicity of organization and directness of program were particularly appealing." These qualities should be preserved.

But help extended to any college should be dignified and non-patronizing. We noticed time and time again that administrators referred to STP as "the Yale program," and that is the way they wanted to think of it. We would hope that STP could continue to be run by students, but chartered by Yale or another front-rank school. If that

were administratively possible, the present virtues of simplicity and directness could be kept, and a relationship of lasting dignity between STP and the southern college could be established.

8. We hope that STP can successfully recruit S.I.'s not only in the Ivy League but at other schools of the North and West as well. We advocate recruitment on southern campuses such as Virginia, North Carolina, Duke, and Texas. We urge that every reasonable effort be made to recruit more Negro S.I.'s; the 1964 record of only one was not good.

9. For our recommendation on selection criteria see III A above. To the remarks there, we would add that each prospective S.I. should be recommended by his own graduate advisor to STP, and that a copy of the recommendation should be transmitted to the proposed receiving college along with the SI's other credentials. We think it important that the colleges have time to pass on the qualifications of proposed S.I.'s and their suitability for the college's program needs. This means that STP should plan its operations to permit this period of time, and might also adopt the practice of simultaneously submitting the name of the S.I. to more than one school.

10. During Summer or other times when a significant number of S.I.'s are at work, STP might consider employing a visiting supervisor; someone of scholarly distinction and familiar with Negro campuses. This person could consel S.I.'s, help them interact with administration and faculty, and perhpas give college or classroom lectures.

11. For our recommendation on orientation see III B above.

12. Because a number of the S.I.'s of 1964 proposed that STP plan and organize its own remedial program and offer that to southern colleges, we comment on this point. We would not approve, falling back again on our premise that STP should serve the institutional development of the receiving colleges. It will not do so by weakening their responsibility to plan and carry forward their own programs.

13. Although this report has stayed within the framework of "Negro colleges," our final recommendation is that STP thoughtfully consider offering its resources to all disadvantaged colleges of the South. Many of the "white colleges" have academic problems and inadequacies much like those of the predominantly Negro schools. If STP can see its way clear to do this, it should, of course, restrict its offer of services to non-segregated schools willing to accept S.I.'s without regard to race.

14. We conclude by proposing - to STP, to the supporting foundations, to Yale, and to the receiving colleges - that STP not be seen as in any sense or degree a missionary venture, but in the context of a large conception of the obligation which the national community of scholars has for education, wherever it is offered.

Tilman C. Cothran
Leslie W. Dunbar
G. Franklin Edwards
Lewis M. Killian
T. E. McKinney, Jr.
J. Kenneth Morland
Lionel H. Newsom

DRAFT

SOUTHERN TEACHING PROGRAM, 1964

AN EVALUATION

I. Description

A. The Southern Teaching Program was conceived in early 1964 by a small group of law and graduate students at Yale, interested in contributing to the reform of racial relations but convinced that their own best contribution would be to offer their training. Encouraged by the Yale administration, they addressed several Negro colleges of the South, offering to provide Summer session instructors. The response exceeded expectations; the students suddenly had on their hands a fairly large program, and foundation help was sought and obtained. In the outcome, ~~52~~ 53 graduate and professional students (called in this report "Student Instructors" or "S.I.'s") were recruited and they taught ~~in~~ at 13 predominantly Negro colleges (twelve in the South and one in Ohio) during the Summer of 1964. The program is planned again for 1965,* and is being formalized in some respects, including the appointment of a full-time coordinator or secretary. The STP has incorporated & has received foundation help ~~again~~ for its 1965 program.

B. This evaluation was requested by one of the supporting foundations, as well as by STP. Leslie W. Dunbar, Executive Director of the Southern Regional Council, initially accepted responsibility for the undertaking. His first step was to recruit a group of consultants, with the understanding that the final report would "reflect the consensus of all" and "be submitted in their names" as well as his.

*As of January 17, 1965, STP had expressions of interest from 30 colleges, for about 140 instructors for the coming Summer. The applicants exceeded 140.

Southern Teaching Program - 2.

The group consisted of:

Tilman C. Cothran, Professor of Sociology and Chairman of Department, Atlanta University;

G. Franklin Edwards, Professor of Sociology, Howard University;

Lewis M. Killian, Professor of Sociology, Florida State University;

T. E. McKinney, Jr., Professor of Political Science and Chairman of Department, Southern University;

J. Kenneth Morland, Professor of Sociology and Anthropology and Chairman of Department, Randolph-Macon Woman's College;

Lionel H. Newsom, Professor of Sociology, Morehouse College (now, President of Barber-Scotia College).

A study design, drafted by Dunbar and revised by the consultants, was prepared.* ~~and is attached to this report~~. Each consultant except Edwards visited, for two or three day periods, assigned campuses during the Summer session. (See Appendix ~~Table I, at end of this report.)~~ The written reports of these visits form the chief underpinning of this evaluation. Cothran also observed at a mid-summer evaluation session at Memphis participated in by 26 of the S.I.'s. Questionnaires prepared by STP were returned by 42 of the S.I.'s, and these were also of great value.** Presidents of the colleges were requested to write, or have written by some administrative officer, a general evaluation, and eight did so.*** On December 2, 1964, the consultants (Newsom being

* Available on request from the Southern Regional Council, 5 Forsyth St., N.W., Atlanta, Ga.

**A few chose to write long letters instead of using the form; two ~~other~~ of the letters contained very little information. For usable purposes, therefore, data ~~was~~ were received from 40 S.I.'s. The questionnaire is available on request from the Southern Teaching Program, Inc., P.O. Box 401-A, Yale Station, New Haven, Connecticut.

***Replies were received from Bethune-Cookman, Bishop, Central State, Lane, Le Moyne, Rust, Texas Southern, and Tuskegee.

absent) held a day long conference with Dunbar to review an outline report he had prepared. Following this, Dunbar drafted a report which was circulated to all consultants for revision and approval.

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II. General Remarks

The most obvious fact about the 1964 work of STP is that it did make an appreciated contribution on nearly all the campuses. With only a few exceptions, the administrat~~ors~~ons seem generally satisfied and interested in continuing the program, the students liked the S.I.'s, and they were received by other faculty with feelings ranging from positive gratitude to tolerance to resentment (little of the first, more of the third, much of the second). Again with a few exceptions, the SI's themselves were well pleased with their Summer. Many found the preparation of their students startlingly worse than they had steeled themselves to expect, perhaps an equal number were thrilled by talents discovered or improved, and nearly all were dismayed by the non-intellectual quality of campus life; few pondered the mystery that from ~~such cultural~~ campuses like these ~~backgrounds~~ had come the student protest movement of the 1960's, in whose magnetic field they themselves now were.

All of these reactions could have been fairly well predicted by anyone familiar with the great need and the ingrained appreciativeness of Negro colleges. There are colleges in the South whose conditions are so poor that almost any outside effort is of help; only a catastrophe could hurt such schools, and our 13 include some of them. Our list also includes, however, several campuses of

present distinction and potential greatness. These cannot be helped merely through effort and good will; but it is precisely these institutions which know best how to make use of proffered assistance. Our prevailing interest in the writing of this evaluation report is to consider how well STP is adaptable to the basic needs of the predominately Negro colleges.

STP was in 1964 a relatively small operation, and though it expects to enlarge in 1965 this will still be true. We found it, however, to be a signally interesting venture to study, for two principal reasons:

1. Despite its size and unpretentiousness, STP seems to us to illuminate well many of the characteristic problems encountered in programs of direct assistance to Negro colleges. It is one expression of the widespread current interest in aiding Negro colleges through the resources of prestige universities; although STP is a student directed operation, it draws on these resources. A measuring of its effectiveness and potential against more costly programs might well be worthwhile.

2. The Carnegie Foundation for the Advancement of Teaching has recently drawn much attention for its report on The Flight from Teaching. Among its discussed solutions is the "greater use of graduate students in college and university instruction." STP, now and in its later development, should be examined most carefully for ideas it may suggest for alleviating the shortage of fully trained college teachers.

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III. Observations of STP of 1964

A. Selection Criteria

The ~~52~~ 53 S. I.'s of 1964 included all levels of graduates from June A. B.'s up to and including ~~one~~ two Ph.D's. What number had had previous classroom teaching experience of any kind cannot be ~~certainly~~ exactly ascertained, but an examination of their applications for STP shows that only a few could have had any. Moreover, a considerable number taught courses outside the field of their specialization.

We think this ~~procedure~~ policy was unwise and should be drastically altered. We state this even before reporting our observations on the quality of work done by the 1964 S. I.'s. Indeed, we emphasize that our opinion here has nothing to do with empirical data.

It has to do, on the contrary, with what we regard as the need which any program of direct assistance, including STP, should serve; viz., the strengthening of higher education, ~~for Negroes~~. A sore ~~need~~ problem, perhaps the keenest of all, is low professional standards.

Remembering this, it seems to us wrong to encourage the attitude that southern Negro students do not require teachers as well trained as white students of the North. We would urge that STP offer only those S. I.'s for the unsupervised teaching of college credit courses who have completed enough graduate training to be eligible to teach equivalent courses in the same fields at their own universities; generally, this would imply an M. A. degree or its equivalent in preparation. We do not think this would prove impossible for STP to accomplish.

A lesser standard could suffice for those assigned as assistants to regular faculty or as instructors in non-credit courses, such as pre-freshman or remedial programs. Indeed, something might be said for the superior qualifications of persons not yet too deeply immersed in specialized scholarship. But for these S.I.'s, the assurance of qualified supervision ought to be required by STP of the receiving college, and STP should plan prior programs of instruction in the techniques ~~of~~ and problems of remedial education. To do the latter before the Summer of 1965 may or may not be feasible, but it should be incorporated into the planning for later years. Moreover, even for these special programs we believe that S.I.'s -- for their own benefit as well as that of the college -- should work in fields allied to their major interest; this rule might be set aside for individual cases but should in general be followed.

We are altogether aware that, for many of the 1964 S.I.'s, the pleasure and the excitement were precisely their sudden responsibility; in fact, a number went to pains to explain that what they chiefly derived from the Summer was an experience that had little or nothing to do with civil rights or race relations, but had to do solely with the opportunity to teach. These attitudes delight us, as they would anyone devoted to education. But we are deeply impressed with the evident maturity of most of the S.I.'s, and with their capacity to understand that the first responsibility of STP should be the strengthening of the institutions it serves.

B. Orientation*

More than one-third of the S.I.'s did not attend the orientation held last June in New Haven. Although many of the opinions noted by the S.I.'s on their questionnaires are not easily classifiable, probably half of those who did attend had a negative reaction.

A principal shortcoming of the 1964 program was the non-existence or inadequacy of orientation at many of the receiving colleges. The 1964 program was, of course, somewhat hurriedly planned and contrived, and the colleges had even less time to plan for it than did STP itself.

A common recommendation of the 1964 S.I.'s was that the 1965 S.I.'s receive orientation from them.

It is hardly surprising that response to the New Haven orientation session was not better; our experience is that some persons tend to be negative about any planned orientation programs. Indeed, this question produced the only substantial disagreement among the authors of this report, a minority of whom would dispense with any orientation of the S.I.'s en masse, on the grounds that orientation should be, for the S.I.'s as for any other incoming instructors, the exclusive responsibility of the college.

*In the discussion which follows, we ignore a weighty technical problem; i.e., the erratic opening dates of summer sessions, which in 1964 ranged from May 30 to July 13. We ignore the problem because we know of no solution to it, except orientation that begins not later than mid-May for summer S.I.'s. We are encouraged in discussing the question in somewhat ideal terms, because, as will appear later, we advocate that STP not be solely or even mainly a Summer program.

Southern Teaching Program - 8.

The majority view is that STP should provide an orientation session of a day or two duration before the S.I.'s journey to their assigned campuses, and should endeavor to get as nearly perfect attendance as possible. The program should emphasize:

1. The objective of STP:
   a. education (not civil rights);
   b. the strengthening of the institutions, to the ~~ideal~~ end that it is stronger after you leave.
2. The need to adjust to the situation you find*;
3. The nature of the Negro college campus
4. The psychology of interacting with Negroes on the faculty, student, and community levels
5. The uniqueness of each campus and community.

Some of the "veteran" S.I.'s should be present, but these should be carefully selected from among those who made a success of the previous Summer. The session could be held in any convenient location; in this regard, several of us wondered if Atlanta, where nearly all air and train routes of the South criss-cross, might not even for the S.I.'s be the most convenient place.

If some of us were not wholly persuaded of the need for a general orientation, we unitedly believe that the receiving college must discharge its obligation to the S.I.'s, and that STP should require this. This should consist of two things:

*Dean Wasserstrom of Tuskegee put it well: "They manifested a kind of unwillingness to accept Tuskegee Institute and its programs as a 'given' within which to work ... . I think it extremely important that persons who participate in such a short term affair ... do so with a conscious willingness to perform as best they can within the confines and foci of the program."

1. Clear and precise notification in advance as to the S.I.'s assignment.
2. Several days, desirably as much as a week, on the campus before classes begin, with some responsible person assigned to help the S.I. settle in, learn the ropes of the library and the book store and the labs, and meet his associates and supervisor (if there is one).

Underlying whatever orientation the S.I.'s receive, one theme would be, we hope, repeatedly underscored. Our experience suggests to us that it has meaning and relevance to the use of graduate students as teachers in any schools. The theme is, "you are faculty."

The 1964 S.I.'s tended very strongly to identify with the students, although many of them at the same time noted - some wistfully, some detachedly, some disapprovingly - that their faculty associates had little to do with them socially. The difficult, delicate thought which should be got over to the S.I.'s would go somewhat like this:

> "From the moment you put foot on your assigned campus, you are faculty. Once you establish and maintain that identification in your own mind, you will likely discover that others will sense it. As faculty, you have and should assert the same privilege all other faculty have; viz., to improve your campus, including its faculty-student relationships or its awareness of community responsibility. Explore, therefore, how far you can go, but always preserving your faculty identity. You may surprise yourself. More importantly, you may surprise and instruct your associates. But if you identify with the students, you may be almost certain that nothing you do will be an example to ~~anyone else~~." your faculty & administrative associates.

J Shortt

DRAFT

Southern Teaching Program - 10.

C. The Summer Sessions of 1964

1. In general terms, STP seemed to be a clear disappointment only at Lane and St. Augustine. At the latter, the failure was probably due entirely to the college's almost total lack of prior planning. At Lane, neither the administration nor some of the S.I.'s ~~nor the administration~~ seemed geared to make a success in 1964 of the experiment. ~~President Kirkendoll of~~ Lane desires, however, a continuance of the program, to support a planned pre-freshman course and to release faculty for Summer study. St. Augustine has also indicated a desire to participate again. ~~(See Attachment.)~~

2. Again in general terms, STP seemed from all accounts to be an enthusiastic success at Le Moyne and Texas Southern, ~~(at Miles also, but only one S.I. was there)~~. The other ~~eight~~ nine schools fell somewhere in between.

It is, we believe, highly noteworthy that at Le Moyne and TSU the S.I.'s taught in well established programs of a special nature: at Le Moyne, a Summer Humanties Seminar for selected high school juniors and seniors; at TSU, a Basic Skills Workshop for selected, top quality freshmen.* Both schools looked on STP as a happy resource to draw upon for their programs. The schools themselves took the responsibility for making the best use of the S.I.'s.

*S.I.'s at both colleges commented on the brightness of their students, which was the opposite, almost, of the situation facing S.I.'s elsewhere.

And even though these programs were outside the regular curriculum, the schools treated the S.I.'s with professional respect and got professionalism from them. Significantly, when TSU ~~found it needed~~ assigned one of its S.I.'s to teach ~~a credit~~ regular course, it immediately and substantially increased his stipend.

We think the Le Moyne and TSU approach, which was approximated at a couple other schools, is the ~~only~~ feasible way of making STP succeed. For it must be realized that the success of STP depends at least as much on the receiving colleges as on STP itself. At Le Moyne and TSU, the college knew what it wanted, made its own appraisal of the value STP could have to its programs, and integrated the S.I.'s into its on-going work.

Success is a product, of course, of mutual effort. There seemed to us to be no objective reasons why the Tuskegee programs should not have gone ~~thoroughly~~ well. Tuskegee furnished a strong argument for sound orientation, for once the S.I.'s learned who they were and why they were there things seemed to go satisfactorily.

Le Moyne and TSU are located in large cities. ~~— the only ones of the colleges which were.~~ This factor probably affected every aspect of their attractiveness to the S.I.'s and contributed to the S.I.'s own good performance.

3. At Bishop, S.I.'s were integrated into a previously planned program directed and staffed by Emory University people; some rub resulted. Prior discussions could probably have eliminated the causes.* STP should be prepared, we believe, to combine its resources with those of others in any of the several cooperative endeavors going on in the South, and with planning this should be feasible.

*We do not here imply a fault to STP. The initiative should have come from the Emory ~~prog~~ people & did not.

4. For the most part, the colleges accepted what STP sent. There was the barest minimum of prior exchange of credentials or recommendations. On the other hand, T ~~SW had interviews~~ over

5. Summer session is, everywhere, unlike the regular sessions of a college. This fact alone does not necessarily diminish the value of STP as presently conceived. It does need to be known prior to going to work, however, and remembered later. Summer school at a southern Negro college frequently collects into one classroom public school teachers, pupils who had previously failed the course, campus hangers-around, and perhaps one or two bright students trying to accelerate. This produces a demanding challenge to the skills of any teacher; all of us can testify, either from actual or analogous experience, that it is quite likely to be also a disturbingly unsatisfying experience for the teacher.

6. Only a handful of the 1964 S.I.'s engaged in civil rights activities, and none to the evident detriment of their teaching responsibilities. The following statements culled from questionnaires articulate well what seemed to be widely shared reactions:

a. Most of my relationships with Negroes were perhaps touched by a certain tension or extra consciousness of the other person's needs and hurts, but I doubt that this is a "problem." Would that all human relationships everywhere would know such "extra consciousness."!

b. It was exciting to discover that middle class Negroes really do have the same values as I do, and a relief to decide that I don't have to feel any more of a common bond with a Negro grocery boy than I do with a white elevator man.

TSU interviewed its S.I's in the North before hand, a practice which all ~~participant~~ recipotant colleges might well adopt.

recipotant

c. On the whole, I was not unduly shocked by the lack of intellectual motivation which I found in the pre-freshman student body. In this regard, I was somewhat disturbed by the frustrations of several of my northern and southern white teaching colleagues attending big northern universities who were suffering from what I would call liberal illusions about the nature of man, and the nature of segregation and education in general. I benefited morale-wise from being a political conservative. I had suspected that students who had attended third-rate schools and came from families where intellectual values were not always held in high esteem would not be well motivated. Nor did I think that we would be able to remedy this situation over night. I was, however, surprised by what I came to consider as the influence of the institution of segregation on the intellectual motivation and development of the students. In varying degrees and various ways, most of the students accepted segregation. As the summer progressed, I came more and more to the conclusion that I could only deal with the problem of the intellectual motivation of each student by confronting him directly or intellectually with or helping him to confront segregation, as it affected him physically and mentally. (Written by one of the handful who, before the Summer was out, got into civil rights activity.)

7. With the inevitable few exceptions, the S.I.'s did a good job, and were accorded the approval of their students and their administrations. One S.I. stayed on at her college on full time appointment for 1964-65 (Le Moyne) and one took a full-time appointment at a college (Bethune Cookman) other than where he had taught for the Summer. The following, taken from one of our field reports, expresses accurately what was generally found:

> Administrative personnel agreed that the S.I.'s were competent in their respective fields (sometimes with a slight edge over the regular teachers); that they brought

> a kind of interest and dynamism to their teaching which was often lacking among regular faculty members; that they exhibited an interest in students, both in and out of the classroom, that regular faculty members could emulate; and that they were creative in the utilization of existing resources.

8. At a minority of the schools, the S.I.'s were overworked; at one college in particular, the teaching load was a horror. The SI's at ~~Texas Southern~~ JSU complained of too little work.

9. One S.I. thought that the chief value he and his colleagues had was simply "being there" as "outsiders," opening by their presence new vistas for the young Negro Southerner. In one form or another, this thought came out in the questionnaires of many of the S.I.'s. Typically, it came from those in the less satisfactory teaching situations, not from those able to take pride in a teaching accomplishment.

Some S.I.'s gave a number of extra-curricular services. At Rust, by way of conspicuous example, the S.I.'s started a campus newspaper (which involved, among other things, making a photographer's dark room), processed thousand of books donated for Freedom Schools and selected and cataloged 2600 of them for the Rust library, staged a party for 200 students, and one of them assumed the duties of college public relations director. The purpose of STP, however, is academic. For S.I.'s to help out in these ways is good and laudable. For STP to allow this sort of activity to occupy a prominent place in its "advertising" or fund raising or orientation of new S.I.'s would be a gross mistake.

10. One S.I., disillusioned over his classes, wrote that long after his class had forgotten his lectures, students would remember him "lecturing while lying on a desk." This seems an inconvenient way to lecture, but does it suggest any problems? It is tempting to say that S.I.'s should conform to local styles of dress and behavior, but we would not stress it. Repeating our earlier point that the S.I.'s should regard themselves always as faculty, we would add here that he who isn't conforming should know that he isn't. S.I's should, at least, find out what is customarily expected of faculty, and non-conformity should be deliberate. In contrast to the reclining lecturer, another S.I. wrote: future S.I.'s "should be chosen for their capacity to transcend their parochial prejudicies against neckties, conformity, and hard-bound books." We would not necessarily agree.

Considering all, we who visited the 13 campuses expected to find more non-conformity and resentment of the same than was apparent. We found, instead, the interactions of mature people. We would recommend that STP select on the basis of academic credentials and teaching potential, and that little stress in either the selection or orientation process be given to conforming habits or their lack.

11. Our observation was that the S.I.'s as a whole made an important academic contribution, though it affected only their students, and little if at all their faculty associates. The disadvantaged

colleges of the South - both Negro and White - suffer from many ills, but the most cancerous is their intellectual isolation. The S.I.'s brought fewer or more demanding assignments, more exacting standards on which grades were based, made the students plunge into unabridged books instead of anthologies, used the labs for problem solving and not merely demonstrations. They jolted minds - of a small number of young people.

12. In a very few situations, S.I.'s were over-supervised. In most cases they were on their own, in some cases even to the point of seemingly having no one's interest.

13. Faculty resentment of the S.I.'s did exist at some colleges. Although other factors were present as well, the chief cause was suspicion that regular faculty were being deprived of jobs by the S.I.'s.

We think it is almost wholly the responsibility of the receiving college to meet these problems. The S.I.'s do, of course, need to comport themselves with tact and courtesy, but no more (and no less) is required of them than of any incoming young instructors. The college administration should interpret and clarify for the regular faculty the role and purpose of STP. We can think of no way that STP can in advance require this, but where problems of this kind are encountered again STP might properly not return to that school without first having a frank talk with the administration.*

*We have omitted from this report any discussions of the interaction of S.I.'s and the local communities, although we gathered data on this matter and some of the S.I.'s reported on it interestingly; those receiving this report who would care to have information on this point may write Dunbar at the Southern Regional Council. We have omitted it because of a decision to focus exclusively on ~~the~~ educational questions, to the neglect of interesting sociological matters.

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IV. Evaluation + Recommendations

D. ~~Evaluation and Recommendations~~

1. We found that STP in 1964 made a wholesome contribution to at least eleven campuses. We believe that participation in STP deepened the training and maturity of the S.I.'s.

2. We are strongly of the opinion, especially after our observation of the 1964 S.I.'s, that graduate students can not only benefit personally but can tremendously help higher education by doing more teaching. They can be good teachers, and they learn a great deal about their subject in the process. The STP idea is sound and we think should be extended.

3. We confine our remarks in this paragraph to the predominantly Negro colleges of the South, though we suspect they may apply generally. We doubt that graduate students as teachers can be of enduring value unless their service is a means for strenthening the regular faculty. Our chief lament about STP in 1964 is that we saw only the scantiest of evidence that the S.I.'s directly or indirectly benefited the regular faculty of the colleges.

4. Consequently, we believe that STP as presently conceived - i.e., as a Summer program - is of limited worth to the predominately Negro colleges, though it may be of considerable value to the S.I.'s themselves. Such worth to the colleges as it can have is chiefly, we believe, in connection with special pre-freshman enrichment or remedial programs. Because we regard such programs as highly important, we encourage the further support of them by the resources of STP.

Stop Line 54

Otherwise, we see value to the colleges from STP as Summer activity only in special + somewhat peripheral cases; e.g., in order to free a regular faculty member for a few weeks of advanced study or research; or to give an experimental honors course, thereby encouraging the college to get someone to do it regularly, or to bring to regular faculty fresh insights in new developments in scholarship.

5. We believe that STP could make a most valuable and valued contribution if arrangements could permit S.I.'s a longer period of contact with the Negro compus, thus enabling STP to have substantially more beneficial effect on the regular faculty. This means, ofcourse, instructors for one or more terms of the regular school year. The direct benefits to the faculty could consist of freeing faculty members for advanced study or research, or assisting them with very large classes.

We believe that the foundations supporting STP should seriously consider providing additional funds to make possible (a) a longer period of instruction by the S.I.'s;* and (b) subsidy to ~~a~~ regular faculty members for study while the S.I.'s are meeting their classes. Although we have not done and cannot do an accurate cost estimate, our belief is that this would be, by comparison with other programs of similar aims, a distinctly cheaper and yet highly effective method of strenthening the Negro colleges of the South. For it would go to the root problem, which is the shortcomings of a faculty isolated from most of the stimulus and progress of scholarly associations.**

4 spaces

*Of the 40 S.I.'s returing questionnaires, 27 said they would consider teaching for a year or longer at a predominatly Negro college, six said they couldn't or wouldn't, and seven either did not answer or were undecided.

**Alternatively, foundations might take care ~~that~~ STP complements other programs which do provide for study or research grants to the regular faculty of Negro Colleges.

6. We are recommending, therefore, that STP be structured along these lines:

a. for the support of special Summer enrichment and remedial programs;

b. for the direct benefit of faculty by enabling them to be released during the regular school year for advanced study, or by assisting them with heavy teaching leads.

Were STP so structured, we suspect its usefulness could be broadened. It is noticeable that some of the leading Negro colleges did not participate in 1964. Some of these do not offer Summer school. Others might not have been persuaded of the propriety for them of accepting STP. In either case, structuring STP as we have recommended here and in paragraphs 4 and 5 would quite possibly expand its area of service.

7. So too, we believe, would official sponsorship by Yale or some other prestige shcool. We advance this thought with diffidence but nevertheless with conviction. STP was conceived by students, and we are mindful of their claims. We also agree with Dr. Dominic Soda, who taught in STP at Bishop and is now on the faculty of Washington University, that STP's "simplicity of organization and directness of program were particularly appealing." These qualities should be preserved.

But help extended to any college should be dignified and non-patronizing. We noticed time and time again that administrators referred to STP as "the Yale program," and that is the way they wanted to think of it. We would hope that STP could continue to be run by students, but chartered by Yale or another front-rank school. If that

were administratively possible, the present virtues of simplicity and directness could be kept, and a relationship of lasting dignity between STP and the southern college could be established.

8. We hope that STP can successfully recruit S.I.'s not only in the Ivy League but at other schools of the North and West as well. We advocate recruitment on southern campuses such as Virginia, North Carolina, Duke, and Texas. We urge that every reasonable effort be made to recruit more Negro S.I.'s; the 1964 record of only one was not good.

9. For our recommendation on selection criteria see III A above. To the remarks there, we would add that each prospective S.I. should be recommended by his own graduate advisor to STP, and that a copy of the recommendation should be transmitted to the proposed receiving college along with the SI's other credentials.* We think it important that the colleges have time to pass on the qualifications of proposed S.I.'s and their suitability for the college's ~~program~~ curricular needs. This means that STP should plan its operations to permit this period of time, and might also adopt the practice of simultaneously submitting the name of the S.I. to more than one school.

10. During Summer or other times when a significant number of S.I.'s are at work, STP might consider employing a visiting supervisor, someone of scholarly distinction and familiar with Negro campuses. This person could consel S.I.'s, help them interact with administration and faculty, and perhaps give college or classroom lectures.

11. For our recommendation on orientation see III B above.

* In 1964, SI's were interviewed by a Yale faculty member, & each submitted two or three letters of recommendation to STP.

12. Because a number of the S.I.'s of 1964 proposed that STP plan and organize its own remedial program and offer that to southern colleges, we comment on this point. We would not approve, falling back again on our premise that STP should serve the institutional development of the receiving colleges. It will not do so by weakening their responsibility to plan and carry forward their own programs.

13. Although this report has stayed within the framework of "Negro colleges," our final recommendation is that STP thoughtfully consider offering its resources to all disadvantaged colleges of the South. Many of the "white colleges" have academic problems and inadequacies much like those of the predominantly Negro schools. If STP can see its way clear to do this, it should, of course, restrict its offer of services to non-segregated schools willing to accept S.I.'s without regard to race.

14. We conclude by proposing - to STP, to the supporting foundations, to Yale, and to the receiving colleges - that STP not be seen as in any sense or degree a missionary venture, but in the context of a large conception of the obligation which the national community of scholars has for education, wherever it is offered.

Tilman C. Cothran
Leslie W. Dunbar
G. Franklin Edwards
Lewis M. Killian
T. E. McKinney, Jr.
J. Kenneth Morland
Lionel H. Newsom

~~January 21, 1965~~

Appendix
Teaching Assignments, 1964

DRAFT

COLLEGE	STUDENT INSTRUCTOR	COURSES	TAUGHT OR ASSISTED	QUESTIONNAIRE RECEIVED ?	VISITED BY
Arkansas AM&N	Ann M. Goodrich (Wesleyan)	Elem. French, 17th & 18th Cent. Fr. Lit., freshman orientation	T,T,A	Yes	Cothran
	Christopher P. Hadley (Yale) law	Logic, Introd. Calculus, Calculus II	T,T,T	Yes	
	Charles L. Marlow (Yale)	Eng. Lit, Amer. Lit.	T,T	Yes	
	George P. O'Leary (Yale)	~~math~~ physics	T	No	
Bethune-Cookman	Fontaine Belford (Yale Divinity)	Summer Skills Program for high school seniors, French, Contemporary Lit.	T,T,T	Yes	Killian
	Barbara M. Hurwitz (Bryn Mawr)	Introd. Physics, Teaching Elem. Sci, Summer Skills	T,A,T	Yes	
	Susan Oakman (Wesleyan)	College Math, Trig, Coll. Alg., Summer Skills	T,T,T,T	Letter	
	Peter J. O'Connell (Yale)	Contemp Lit., Summer Skills	T,T	Yes	
Bishop	Robert J. Anderson (Yale)	Freshman Remedial-English	T	Yes	McKinney
	George Herr (Yale Medical)	ditto - math	T	Yes	
	Morris B. Kaplan (Yale)	ditto - English	T	Yes	
	Dominic Soda (Yale)	Modern Alg., Fresh. Remed. - math	T,T	Yes	
Central State	Alexander M. McBean (Yale)	Introd. Biol., Experimental Embryology	A,A	Yes	Newsom

DRAFT

COLLEGE	STUDENT INSTRUCTOR	COURSES	TAUGHT or ASSISTED	QUESTIONNAIRE RECEIVED?	VISITED BY
	Lillian S. Robinson (N.Y.U) (?)	~~(?)~~ Amer. Lit., Eng. Composition	T,T ~~?~~	No	
	Jeffrey B. Sidney (Yale)	Remedial Math, Principles of Math	T,T	Yes	
Lane	Leslie Donald Epstein (Yale) Drama	Gen. Anthropology, Soc. Anthro., Psych.	T,T,T	Yes	Newsom
	Frank T. Gardner (Yale)	Biol. Survey, Conservation, Anat. & Physiology, Genetics	T,T.T,T	Yes	
	Joan Gardner (Yale)	Art Hist. & Apprec., Art in Everyday Life, Art Structures, Creative Drawing	T,T,T,T	Yes	
	Susan Gumpert Columbia (?)	Amer. Nat'l Gov't, Amer. Hist.	T,T	Yes	
Le Moyne	Phillip A. Bertocci (Yale)	Summer Humanities Seminar for high school juniors and seniors - history	T	Yes	Newsom
	Marilu Sanchez (Yale)	ditto - speech	T	Yes	
	David J. Winter (Yale)	ditto - math	T	Yes	
	Judith Winter (Yale)	ditto - philosophy	T	Yes	
Miles	Michel Forget (Yale Divinity)	Elem, Intermed, and Advanced French	T,T,T	Yes	Not Visited ~~Newsom~~
Philander Smith	William W. Everett (Yale) Divinity	U.S. History, U.S. Govt.	T,T	Yes	Cothran
	Susan Hawk (Yale)	Eng. Lit.	T ~~T~~	No	
	Robert P. Myers (Columbia Medical)	Biology	~~T~~	Letter	

COLLEGE	STUDENT INSTRUCTOR	COURSES	TAUGHT or ASSISTED	QUESTIONNAIRE RECEIVED?	VISITED BY
	Emily W. Strong (Columbia)	Modern Math, Alg., Trig, Analytic ~~Geom.~~ Geom.	T,T,T,T	Yes	
	Richard Winslow (Columbia Medical)	Inorganic Chem.	T	Yes	
Rust	Franklin E. Bragg, II (Columbia Medical)	Intro. Biol.	T	Yes	Morland
	James M. Dodson (Yale)	Amer. Govt, St. and Local Govt	T,T	No	
	Loren Ghiglione (Yale)	Freshman Eng~~lish~~	T	Yes	
	Bruce C. Johnston (Columbia Medical)	World Lit.	T	Yes	
	James H. Matlack (Yale)	Amer. Lit., Amer. Hist.	T,T	Yes	
	James G. Ricks (Yale)	Western Civilization	T	No	
St. Augustine	James A. Todd (Yale Divinity)	Alg-Trig, Social Statistics	T,T	Yes	Morland
	William M. Tucker (Yale)	College Grammar, Eng~~lish~~ Composition	T,T	Yes	
Texas Southern	John Peter Basinger (Wesleyan)	Basic Skills Workshop for entering freshman-math	T	Yes	McKinney
	Tom L. Beauchamp (Yale Divinity)	ditto-philosophy	T	Yes	
	Harriett M. Bograd (Yale Law)	ditto-critical thinking	T	Yes	
	Sanford Budick (Yale)	World Lit, Modern Eng~~lish~~ Novel	T,T	Yes	

DRAFT

COLLEGE	STUDENT INSTRUCTOR	COURSES	TAUGHT or ASSISTED	QUESTIONNAIRE RECEIVED ?	VISITED BY
	N. S. Freud (Yale) law	Basic Skills etc.-English	T	Yes	
	Orm Overland (Yale)	ditto-English	T	Yes	
	Vincent J. Rinella (Yale) law	ditto-English	T	Yes	
	MICHAEL ROSEN (Michigan)	ditto - critical thinking	T	NO	
	Robert Walker (Yale) law	ditto-math	T	No	
Tuskegee	Robert E. Filner (Yale)	Pre-freshman program - math	A	No	Morland
	Hans H. Hock (Yale)	German	T	No	
	Liza Molodovsky (Columbia)	Pre-freshman-reading	A	Yes	
	James T.B. Tripp (Yale) law	ditto-math	A	Yes	
	Henrietta Yancy (Yale)	ditto-reading	A	No	
Winston-Salem	Deborah A. Gwatkin (Wesleyan)	Basic Math, Trig	T,T	Yes	Cothran
	Jonah S. Raskin (~~University of Manchester~~) Columbia	Amer. Lit, Eng Lit, Freshman Composition	T,T,T	No	

MEMORANDUM

January 29, 1965

TO: Dr. Tilman C. Cothran
Dr. G. Franklin Edwards
Dr. Lewis M. Killian
Dr. T. E. McKinney, Jr.
Dr. J. Kenneth Morland
Dr. Lionel H. Newsom

FROM: Leslie W. Dunbar

Thank you.

We have a few extra copies if you would like another.

It has been a great pleasure for me to work with all of you.

Enclosure

January 29, 1965

Mr. Fred Schulze
Executive Director
Southern Teaching Program, Inc.
P. O. Box 401-A
Yale Station
New Haven, Connecticut

Dear Fred:

Enclosed are three copies of the report. We are shipping you 275 more as requested. I understand that you will use these for the 1965 participants and new colleges interested in the program, as well as for certain interested people. We are mailing copies direct to last year's participants and colleges, and to the people on your list.

I have been somewhat under the weather. As soon as I can catch up, I'll reply further to the questions in your letters of January 17 and January 22.

I did not send a copy to Charles Jones of the New York Foundation as indicated on your list of January 22. Are you sure of this name? I sent a copy to Charles Jones

at the Whitney foundation. I'll leave it to you to take care of the New York Foundation.

All best wishes.

Sincerely ,

Leslie W. Dunbar
Executive Director

LWD:nm
Enclosures

cc: Mrs. Jane Lee Eddy

Graduate Fence

From Texas Southern

Gentlemen: I read with interest and much pride the articles in the October 1964 issue about Yale's Summer High School program, the Peace Corps Program and the other educational projects undertaken by the University. An additional program of much interest, reflecting the social concern of Yale and her current students, is the Southern Teaching Program instituted this summer. Several Negro colleges in the South were able to benefit from this program due partly to Yale funds and personnel. At Texas Southern University; eight law students—John P. Basinger, Tom Beauchamp III, Harriet M. Bograd, Nicholas S. Freud, Orm Overland, Vincent J. Rinella, Jr., Michael B. Rosen and Robert Walker—lived on campus for eight weeks and taught small classes of bright students (24 all together) in our Basic Skills Workshop course in Mathematics, Logical Thinking and Communications. They also did extensive work tutoring the students.

Perhaps you can understand some of the problems faced by Negro colleges in the South. The students have been segregated in their pre-college schooling, have suffered from poor teachers, overcrowded conditions, unenlightened administrators, inadequate facilities and, in addition, from the psychologically debilitating effects of segregation in almost all spheres of life, in school and out. By the time they reach college, most are deficient in basic skills; almost all are lacking in experience with good teaching; few have study habits conducive to college learning; many are lacking in the get-up-and-go so necessary to succeed here. As one way to help bridge the gap between these inferior high school conditions and the demands of college, Texas Southern some years ago created a Basic Skills Workshop program to give training to high school students in the summer before they enter college. This program has been a model for many other schools in the South. And now, thanks to Yale's aid through the Southern Teaching Program, new blood was brought into the program—here in the person of the eight law students.

Of the 240 students enrolled this summer, the top 10% were singled out by the Administration for work with the Summer Teaching Program staff. Half of these students were later selected by the then-director of the Honors Program, Dr. Lewis Smith, for inclusion in the freshman section of the Honors Program this Fall. As current Director of this program I am in constant contact with these students and I have thus been privileged to see the wonderful work of the eight Yale students this summer. The Yale teachers gave so totally of themselves that they were able to inspire in their students a real quest for learning and a respect for the intellectual approach to life—two attitudes sadly lacking among the students in most schools and in very scarce quantity here. The Yale teachers have, in many cases, kept up their contacts with the students, and the students, in turn, have never ceased to think of these people with the highest admiration. It was for them an experience of great meaning; I am sure it was so for the Yale people as well.

At Texas Southern as at many such schools in the South, the normal faculty teaching load is 15 hours. For over-worked teachers and for students used to the thus often-uninspired teaching of the faculty, the benefit to the college community as a whole, made possible by the work of the Yale students, was one very much appreciated by all who were involved. Furthermore, in an area of the country where it is still not quite the generally-accepted custom for whites to refer to Negroes as "Mr." and "Miss," the spirit of understanding and the attitude of respect shown by white Northerners who have come 2,000 miles to help can, as is easily imaginable, provide a tremendous boost in the morale of the student body. One student involved in the program this summer has expressed her firm determination to come to Yale for her Ph.D., after which she is contemplating running for the Presidency—the first woman and the first Negro to do so. If sheer determination were the deciding factor, she would make it.

In a time when some alumni of Yale can rise no higher above their backgrounds than to write bigoted letters protesting the award of Yale's honorary degree to Dr. Martin Luther King (as so many unfortunate graduates likewise protested the identical award to President Kennedy in the year of my graduation), it is refreshing to read of the marvelous social concern of those connected with Yale at present. To see the results of one such venture here at T.S.U. is to fill one with admiration for Yale's men and women. This, not the disgruntled whimperings of some few of Yale's older sons, is the real Yale.

DAVID BRUDNOY, '62
Asst. Prof. of History,
Director of the Honors Program,
Texas Southern University
Houston, Texas

Taft and Bush

Gentlemen: I see by the October YALE ALUMNI MAGAZINE that Thomas R. Hodge, Yale '46 takes me to task for calling attention to the beam in the eye of Chaplain Coffin and Mrs. Peabody in their pursuit of the mote in the eye of St. Augustine.

Mr. Hodge is "sure" these crusaders "take their part" in New York and in Massachusetts in the "courageous stand" for civil rights. But he fails to mention any such occasions. St. Luke, 6:42 even goes so far as to mention hypocrisy in this connection.

The actions of our crusading carpetbaggers have produced some notable results. The New York *Times* of November 9 in commenting on the defeat of George Bush, Yale, '48 in the Texas senatorial race and of Robert Taft Jr. in Ohio states:

"The large Negro vote for Senator Ralph W. Yarborough, Democrat, of Texas was conclusive . . . some 260,000 Negroes went to the polls and more than 95%, about 247,000, voted the Democratic ticket. In 1960 only about 105,000 Negroes voted."

"The defeat of Robert Taft Jr., (Yale, '39) by Senator Stephen Young of Ohio was also attributed to the heavy Negro turnout for the Democrats. Mr. Young's plurality was about 75,000. The estimated Negro vote was 400,000 and approximately 96.6% went to the Democrats."

The defeat of these two unusually fine senatorial candidates, the *Times* concludes, was due to the civil rights agitation.

HOWARD W. CHURCH, '04
Danville, Va.

London

Gentlemen: With reference to your full list of "Presidents of Yale Alumni Associations" which appeared in your October 1964 issue, this is to advise you that Geoffrey E. Heggs is not, nor has ever been, the President of the Yale Club of London. He is our Secretary and a quite admirable one. The President last year (or at the time your list was compiled) was Alan Barker, but as of our Annual General Meeting on Saturday November 21st, the undersigned is the new President, in care of the above address, and I would appreciate your amending your list and if possible making this correction in the pages of your magazine.

LAURENCE D. KRAMER, '57
London, England

Involuntary Servitude?

Gentlemen: Present and aspiring Yale men or the Admissions Office may wish to take issue with some of the language of a recent decision of the United States Circuit Court of Appeals for the 2d Circuit (*Shackney v. United States*, decided June 5, 1964), holding that an employer's credible threat of deportation in order to retain the services of an alien (Mexican) farm worker does not constitute involuntary servitude with the meaning of the 13th Amendment.

The plaintiff-employer, seeking to show that duress comes under the bar of the Amendment, cited several test cases deemed to be in point, including the case where an employer threatens to prevent an employee's son from achieving a much desired admission to Yale. On this point, the Court pronounced the following dictum:

Yale Alumni Magazine

Francis W. Bronson, '22, *Editor*
Robert Barlow, '33, *Managing Editor*
Helen Davie, *Class Notes Editor*
Margaret Lawrence, *Executive Assistant*

NOTICE: Following our established custom we shall continue to send the YALE ALUMNI MAGAZINE to old subscribers, unless requested to the contrary. Kindly advise us promptly if you wish your subscription discontinued.

Member of the Ivy League Alumni Magazine group.

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Rec'd 2/8/65

TEXAS SOUTHERN UNIVERSITY
HOUSTON, TEXAS

OFFICE OF THE PRESIDENT

File - STP

February 5, 1965

Mr. Leslie W. Dunbar
Executive Director
Southern Regional Council, Inc.
5 Forsyth Street, N. W.
Atlanta, Georgia 30303

Dear Mr. Dunbar:

I thought you might be interested in the enclosed article.

Sincerely,

S. M. Nabrit

S. M. Nabrit
President

SMN:tkj

Enclosure

February 8, 1965

Mr. Fred Schulze
Southern Teaching Program, Inc.
P. O. Box 401 - A
Yale Station
New Haven, Connecticut

Dear Fred:

This is to reply to your letter of January 22. On your reading list Cash and Dabbs are, of course, good. I would add also Lillian Smith, Killers of the Dream. Do you have to go again through Dollard? Franklin, Elkins, Frazier, and Woodward are fine.

Blaustein and Ferguson is a bore. DuBois is absolutely great; I would move it up to "history." Frazier yes, Golden no. I don't know the book by Gossett. Grantham is all right. Harrington and King you need. Why read Hentoff if you are reading Silberman, which is a far better book. All the rest I did agree with except that one Howard Zinn's books would seem to me enough. I think you have left off one of the few really good books: Harold I. Isaacs, The New World of Negro Americans. "Our" Benjamin Muse Ten Years of Prelude, is probably the best background book for the last ten years.

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD:slw

SOUTHERN TEACHING PROGRAM, INC.
P.O. BOX 401-A
YALE STATION
NEW HAVEN, CONNECTICUT

Rec'd 1/27/65

January 25, 1965

Mr. Leslie W. Dunbar
Executive Director
Southern Regional Council, Inc.
5 Forsyth Street, N.W.
Atlanta 3, Georgia

Dear Mr. Dunbar:

Fred asked that I send you this list of current addresses of the fifty-three 1964 S.I.', so that you might send copies of the Southern Regional Council report directly to them if you are willing to do so.

We are not sure whether all of these addresses are correct, since we have not heard from a few of the S.I.'s. I think, though, that mail will at least be forwarded from these addresses and that they are current with only a few possible exceptions.

Sincerely yours,

Maya Schulze

Maya Schulze
Secretary

Enclosure

Total - 30

Please send copies of the Southern Regional Council Report on the Southern Teaching Program to the following people:

3 Mr. Arthur Singer, Executive Associate, Carnegie Corporation of New York; 589 Fifth Ave., New York 17, N.Y. - three copies

Mrs. Deborah Cole, Aaron E. Norman Fund, Inc.; 575 Madison Ave.; New York 22, N.Y.

3 Mr. John Scanlon, Fund for the Advancement of Education; 477 Madison Ave., New York 22, N.Y. - three copies

Mr. Charles Jones, New York Foundation, 4 West 58 St, N.Y. 19, N.Y.

~~Dr.~~ Mr. Frank Jennings, The New World Foundation, 475 Riverside Dr., New York, N.Y.,10027

Mr. Vernon Eagle, Director, The New World Foundation, 475 Riverside Dr. New York, N.Y., 10027

2 President Kingman Brewster, Woodbridge Hall, Yale University, New Haven, Conn. - two copies

Dr. Herman Branson, Head of the Physics Department, Howard University, Washington , D. C.

3 Dr. William E. Cope, Jr., Educational Director, United Negro College Fund, 22 East 54th Street, N.Y. 22, N.Y. - three copies

Mr. David Freeman, Rockefeller Brothers Foundation, 30 Rockefeller Plaza New York, N.Y. , 10020

Dr. Leland Devinney, Rockefeller Foundation, 111 West 50th St., New York, N.Y. - two copies

Dr. Kenneth Thompson, Rockefeller Foundation, 111 West 50th St., New York, N.Y.

2 Dr. Hans Rosenhaupt, Woodrow Wilson National Fellowship Foundation, 32 Nassau St., Princeton, New Jersey; - two copies

Mr. Fred Crossland, Ford Foundation; 477 Madison Avenue, N.Y. 22, N.Y.

Mr. Archie Epps, Assistant Dean, Harvard College, Cambridge, Mass.

Dr. John Munro, Dean of Harvard College, Cambridge, Mass.

Mr. Lawrence E. Dennis, American Council on Education, 1785 Mass. Ave.; Washington 6, D. C.

Mr. Henry Mayer, 2005 Hearst St, Berkeley 9, California

Dr. Louis McCagg, Graduate School of Public and International Affairs, University of Pittsburgh, Pittsburgh 13, Penna.

2 Dr. Broadus Butler, Department of Health, Education and Welfare, Assistant to U.S. Commisioner of Education, Francis Keppel; Washington, D. C. - two copies

Reading List-STP

History-

Cash, W.J., The Mind of the South, 1941
Dabbs, J.M., The Southern Heritage, 1958
Dollard, J., Caste and Class in a Southern Town, 1937
Elkins, S., Slavery, 1959
Franklin, J.H., Reconstruction, 1961
" From Slavery to Freedom, 1957
Frazier, E.F., The Negro Church in America, 1963
Woodward, C.V., Origins of the New South 1887-1913, 1951
" Reunion and Reaction, 1951
" The Strange Career of Jim Crow, 1955

Politics and Current Events-

Blaustein & Ferguson, Desegregation and the Law, 1962
DuBois, W.E.B., The Souls of Black Folk, 1924
Frazier, E.F., Black Bourgeoisie, 1957
Golden, H., Mr. Kennedy and the Negroes, 1964
Gossett, T., Race;the History of an Idea in America, 1963
Grantham, D., The Democratic South, 1963
Harrington, M., The Other America, 1963 - Nat Hentoff - The New Equality
King, M.L., Why We Can't Wait, 1964
Myrdal, G., An American Dilema, 194
Putnam, C., Race and Reason: A Yankee View, 1961
Silberman, C., Crisis in Black and White, 1964
Washington, B.T., Up From Slavery - Silver, J. Mississippi; The closed Society
Zinn, H., S.N.C.C. The New Abolitionists, 1964
" The Southern Mystique, 1964
Woodward, C.V., The Burden of Southern History, 1960

Literature-

Baldwin
Ellison
Himes
Wright

Periodicals-

Journal of Negro Education
New South
Phylon
Southern School News

Rec'd 1/25/65

SOUTHERN TEACHING PROGRAM, Inc.
P.O. BOX 401-A
YALE STATION
NEW HAVEN, CONNECTICUT

January 22, 1965

Mr. Leslie W. Dunbar
Executive Director
Southern Regional Council, Inc.
5 Forsyth Street, N.W.
Atlanta , Georgia

Dear Leslie Dunbar:

Enclosed is a list of people to whom you should send reports directly. (Total: 30 copies)

Will you send the copies directly to the 53 participants of last summer, or should we? Maya will send you a list of up-to-date addresses on Monday.

We would like about 40 copies for interested people at Yale and elsewhere, and for interviewers.

For next year's participants, perhaps 200 copies.

For the 13 colleges of last year and perhaps 35 more for the colleges interested for this summer. (Total: 48)

That would be a total of 371 copies for us, plus whatever Mrs. Eddy wants and whatever you wish for your own distribution. Assuming that you send copies directly to the 53 participants, the original 13 colleges, and the names on the enclosed list, you would then send us 275 copies for us to distribute.

I have also enclosed a tentative reading list for next summer's participants. It is a very brief and personal list. Any suggestions you have would be welcome. The list is particularly lacking in material on Negro education in the South.

Sincerely yours,

Fred Schulze

Fred Schulze
Executive Director

FS:ms
Enclosures

ch for 103

February 24, 1965

Mr. Fred Schulze
Executive Director
Southern Teaching Program, Inc.
P. O. Box 401-A
Yale Station
New Haven, Connecticut

Dear Fred:

In final reference to your letter of January 17, you might try:

Norfolk -- J. J. Brewbaker
Retired Superintendent of Schools
545 Mayflower Drive

Winston Salem -- Irving E. Carlyle*
Attorney; board chairman, Wake Forest
Wachovia Bank Building

Greensboro -- McNeill Smith**
Attorney; former chairman NC Advisory Committee
700 Jefferson Street Building

Charlotte -- Helen Adams, Director
North Carolina Council on Human Relations
121 E. Third Street, Room 301

Aiken -- Mr. or Mrs. George McMillan
He, freelance writer; she, USC faculty
P. O. Box 299

Daytona Beach -- Herbert M. Davidson*
Publisher
Daytona Beach News-Journal

Miami -- H. Franklin Williams**
Dean of University College
The University of Miami

Little Rock -- Ted Lamb
Member school board; (also a student at the University of Arkansas - Law School)
4 Hillandale

Houston -- Mrs. Charles White*
Member school board
2209 Southmore Boulevard

Memphis -- Mrs. Lawrence Coe**
Member school board
3580 Watauga Avenue

Nashville -- Dr. Stephen J. Wright**
President
Fisk University

Chattanooga -- Kenneth Piper
Retired, businessman; civil leader
1119 Concord Street

Whether any of these places would be interested in the program I don't know. I have listed beside each city a person who might help you with local guidance. One asterisk means member of SRC; two means SRC executive committee member.

All best wishes. How is the program shaping up?

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD:slw

Recd 1/19/65

SOUTHERN TEACHING PROGRAM, Inc.
P.O. BOX 401-A
YALE STATION
NEW HAVEN, CONNECTICUT

January 17, 1965

Mr. Leslie W. Dunbar
Executive Director
Southern Regional Council, Inc.
Atlanta 3, Georgia

Dear Leslie Dunbar:

Thank you for the draft of the report; I apologize for taking so long in answering. Enclosed are all the corrections and additions which any of us could think of. I think it is a good and very useful report. Many of the observations were similar to impressions I received during my brief visits to the colleges this fall. Dr. Cothran's field reports were also of great interest to us.

The current status of the program is as follows. We have requests, some definite, some tentative, from about thirty colleges. These requests are for approximately 140 instructors. In addition, we have been in touch with Dr. Herman Branson at Howard, who is directing the six programs for high school students to be set up at Howard, Fisk, Morehouse, et cetera. There is a good chance that these ESI programs will use some graduate students recruited through us.

On the other hand, we have a very large number of well-qualified applicants, from Berkeley, Columbia, Harvard, M.I.T., Michigan, N.Y.U., Stanford, Wesleyan, Yale, and several mid-western and southern schools. I think we could easily fill each position with a graduate student who has at least an MA., or even more training. There will probably be several PhD's. I also just received a letter from an MIT instructor who says that there are at least 100 regular faculty members of colleges and universities in the Boston-Cambridge area who are interested in teaching in a predominantly Negro college this summer.

Clearly the STP has a problem: far too many applicants for the existing jobs. Do you have any suggestions for us on how to find additional ways to use more of these well-qualified applicants constructively? We want to write to some small white colleges, but we are not sure where to start. There are a great many colleges, some of which would not be interested, for one reason or another. Can you give us any guidance on this?

Another idea, John Walker's originally, is to attempt to cooperate with local school boards. Do you think that there

SOUTHERN TEACHING PROGRAM, Inc.
P.O. BOX 401-A
YALE STATION
NEW HAVEN, CONNECTICUT

are school boards in moderate southern cities which are interested in some kind of college preparatory summer program for local high school students, to be partially staffed with our graduate students? (Perhaps a program something like the one at LeMoyne.) Is this idea worth exploring? Do you have any suggestions on how to go about approaching school officials? Can you suggest names of sympathetic people to contact?

I will try to call you during the second half of the week to get your reaction to and advice on the two questions raised above: the expansion of the STP to include white colleges, and possible cooperation with local school boards.

Have you had any contact with Robert Tinker, an instructor in physics at Stillman College, who has been recruiting graduate students for full-year teaching at predominantly Negro colleges? This fall he started something called the RST, Recruitment of Southern Teachers. Apparently he does not attempt to actually place students as instructors, but sends the colleges lists of interested graduate students and their qualifications and leaves it up to the colleges to contact them. We are going to meet with him soon to see if we can coordinate our efforts in some way. We have also gotten responses from graduate students interested in teaching for a year or more, and have had inquiries from several of the colleges we are working with about instructors for the regular terms.

Financially, the STP seems to be in good shape. We are fairly certain of a $40,000 grant from one large foundation, and hopeful of another $15,000 from a second.

Later this week I will send you a list of names and addresses of people to whom we would like the report to be sent. We do not have any copies of the questionaire, having sent the extra copies we had this fall to those SI's who had not yet returned one. We can have additional copies mimeographed if you wish, but as we use the University clerical service and they are now very busy, it will be at least a week before they could be ready.

Thank you again for sending us the draft report and Professor Cothran's field reports.

Sincerely,

Fred

Fred Schulze
Executive Director

FS:ms
Enclosure

Corrections and Additions to the Report

page 1 - There were 53 SI's; the one left out is Michael Rosen, who taught in the Basic Skills Workshop at Texas Southern.

...appointment of full-time coordinator and secretary.

page 5 - The 53 S.I.'s included all levels...including two PhD's (Frank Gardner, Lane, PhD biology; Dominic Soda, Bishop, PhD, mathematics.)

**(see sheet two)

page 8 - Tuskegee - The key to the dissatisfaction, in the opinion of the S.I.'s I have talked to, is that they didn't have classroom responsibility- were only assistants. It is harder to accept other frustrations when you can't be creative in the classroom. (This also speaks to Wasserstrom comment: the "given" that the S.I.'s most objected to was the lack of teaching responsibility.) Dean Wasserstrom (after a long discussion of this point -after his critique was sent to SRC) has agreed to use graduate students as regular teachers, if they meet the degree and other qualifications he would require of other faculty members. - Harriet Bograd

**(page 10-see sheet 2)

page 11 - Texas Southern - All our students in the Basic Skills workshop received nine hours of credit for their summer's work. (except for a few who received grades of "incomplete" in one or more courses). At least four students in English and at least one in math were helped to prepare for and pass the advanced placement exams of three additional units of credit. The original plans were for Leonard Pullman and Myron Howell each to teach one regular summer school course and to be paid $50 per week. When Sanford Budick took over both courses, twice the load of the other instructors, the college decided to pay him a higher salary. (The STP intended that the salaries of all participants should be uniform.) - Harriet Bograd

** (see sheet two)

page 13 - Charles L. Marlow, who taught at A.M. and N. this summer, is a full-time instructor of English at Bethune-Cookman this year.

The third quotation of S.I.'s on civil rights, from Jim Tripp's questionaire should be corrected as indicated below:

line 20: the underlined words are left out of the quote:
...I was, however, surprised by what I came to consider as the influence of the institution of segregation on the intellectual motivation and

development of the students.
Also, line 30, add "with" after "intellectually" (grammatical error). It should read, starting with line 29: ...by confronting him directly or intellectually with or helping him to confront segregation...
- Jim Tripp

page 18 - I don't really know all the necessary facts on this question, but I wonder if the SI's freeing of regular faculty for study or research is as "peripheral" as you imply here. Was there a real connection between the number of SI's teaching regular courses and the number of regular faculty away studying? Enclosed are copies of two letters, from Lane and Philander Smith on this point. The Carnegie Corporation has expressed interest in the STP on these grounds: since they sponsor the summer institutes for faculty of predominantly Negro colleges, they would like to have the STP help to replace regular faculty members during the summer, freeing them for study. - Fred Schulze

-- --- -- --- -- --- -- --- -- --- -- --- -- --- -- --- --

** page 10- St. Augustine's also plans to participate again and has requested two SI's for this summer. Their lack of enthusiasm, however, was made clear when I visited the college in November.
A.M. and N. still has misgivings about the civil rights overtones to the program and will probably not participate this summer. - Fred Schulze

** page 5- Selection criteria - Should mention be made of the fact that SI's had interviews with a faculty member at Yale and submitted two or three personal recommendations in addition to the application form?

** page 11- "LeMoyne and TSU are located in large cities- the only ones of the colleges which were..." What about Bishop, Dallas; Miles, Birmingham; Philander Smith, Little Rock? (Bishop is eight miles from the center of the city.)

Several SI's, when they learned that the program at Bishop was being directed by Emory, wrote for course outlines and names of texts, but did not receive answers.

Corrections to Report- Chart

Arkansas AM&N

George P. O'Leary -physics

Central State

Lillian S. Robinson (New York University) American literature and freshman composition TT no

Lane

Susan Gumpert (Columbia)

Philander Smith

Susan Hawk (Yale) English lit. TT no

Robert Myers (Columbia Medical) biology TT letter

Emily W. Stong (not Strong) (Columbia)

Texas Southern

Michael Rosen (University of Michigan) Basic Skills Workshop- Critical Thinking- T no

Winston-Salem

Jonah S. Raskin (Columbia)

Yale Law:

Christopher Hadley , AM&N

Loren Ghiglione, Rust

Harriet Bograd , TSU

N.S. Freud, TSU

Vincent Rinella, TSU

Robert Walker, TSU

James Tripp, Tuskegee

Yale Divinity

Fontaine Belford, Bethune-Cookman

Michel Forget, Miles

William Everett, Philander Smith

James Todd, ST.Augustine's

Tom Beauchamp, TSU

Yale Drama School

Leslie Epstein, Lane

LANE COLLEGE

OFFICE OF THE PRESIDENT

JACKSON, TENNESSEE

December 15, 1964

Mr. Fred Schulze
Executive Director
Southern Teaching Program
P. O. Box 401-A - Yale Station
New Haven, Connecticut

Dear Mr. Schulze:

Last summer, because of the four instructors furnished by the Southern Teaching Program, we were able to encourage an increased number of faculty members to pursue graduate studies. We are now in the process of planning our summer program and if we could get a commitment from your office on an increased number of participants, we would be able to work toward definite plans for summer study for our own teachers. Seven persons from our teaching staff attended either institutes or regular summer sessions last summer. If we can be assured of eight or more persons from your Program for our summer program, we would be able to provide summer grant-in-aid to a larger number of instructors. I do realize this doubles the number from your Program who served last year, but it will help us in providing advanced study for our own teachers.

At your convenience, may I have some word as to how many participants we may expect for our 1965 summer program.

With best wishes for the holiday season, I am

Very truly yours,

C. A. Kirkendoll

C. A. Kirkendoll
President

CAK:fe

PHILANDER SMITH COLLEGE
LITTLE ROCK, ARKANSAS

October 29, 1964

Mrs. Harriet Bograd
Southern Teaching Program
Box 401-A Yale Station
New Haven, Connecticut

Dear Mrs. Bograd:

Thank you very much for your report on the Southern Teaching Program for the summer of 1964. I am pleased to note that a plan is under way to repeat last summer's program, and to possibly expand it.

We feel that last summer's program at Philander was quite fruitful. It gave five of our faculty persons an opportunity to enlarge their knowledge and to enhance their educational skills and techniques through summer study. We feel that the relief instructors did a commendable job. Because of various background experiences in training, they brought to our students a variety of methods, techniques, and approaches to subject matter.

We are looking forward to having the opportunity of participating in the Southern Teaching Program during the summer of 1965. We shall expect Mr. and Mrs. Fred Schulze to contact us in the near future.

Sincerely yours,

J. D. Scott /cr.

J. D. Scott
Acting President

JDS:mm

QUESTIONNAIRE FOR SOUTHERN TEACHING PROGRAM INSTRUCTORS

I. Teaching Responsibilities:

Please describe your teaching position. How many courses did you teach? How many hours per week? What types of books did you use? What was the educational level of your students? How was your work supervised? Were you teaching in a special institute or in a regular summer program?

Do you think these conditions were satisfactory? Could you have been more effective if the conditions were different? How would you change them?

II. Extracurricular Activities:

Did you participate in extracurricular activities which would be of interest to future instructors in this program?

III. Why did you want to participate in this program? Was the summer different from what you expected? In what ways?

IV. What was the major satisfaction of the summer? How was the experience valuable to you personally?

V. What were the major frustrations? Please describe any problems that arose in working with students, other faculty members, administrators, or the local community (white or Negro). Were there problems concerning teaching? Social life? How could any of these problems have been avoided?

VI. What qualities should we look for in future teachers in this program?

VII. Was the orientation meeting in New Haven helpful? What other kind of orientation program, if any, would you recommend?

VIII. What was the value of this program to your students? To the college in general?

IX. Do you think that this program should be repeated next summer? How should it be modified?

X. Would you consider teaching at a predominantly Negro college for a year or more? Would you recommend this type of position to friends? Why or why not?

SOUTHERN TEACHING PROGRAM, INC.
P.O. BOX 401-A
YALE STATION
NEW HAVEN, CONNECTICUT

March 8, 1965

Mr. Leslie W. Dunbar
Executive Director
Southern Regional Council, Inc.
Atlanta, Georgia

Dear Leslie Dunbar:

Thank you for your recent letter listing school superintendents and others who might be sympathetic to special summer programs for high school students. We appreciate your help.

Fred is now traveling in Alabama and Florida. He will be in Atlanta on Friday, March 12 and will call you to see if it is possible to arrange a time to see you on Friday afternoon. He would like to report to you on the progress of the Southern Teaching Program and to discuss several things with you. One of the problems which we have not yet solved to our satisfaction is the question of orientation for this summer's participants; Fred would like to have your reactions to some of our ideas on this.

Sincerely yours,

Maya Schulze

Maya Schulze
Secretary

Same letter sent to:

Mrs. Louis Shlipak
1205 Ichabod Court
Irving, Texas

file Summer teaching Prog. 1964

June 8, 1965

Professor Richard Coleman Newton
Department of English
Bishop College
Dallas, Texas

Dear Professor Newton:

The enclosed Summer Teaching Program report is being sent you at the request of Dr. Charles D. Hounshell of Emory University.

Sincerely yours,

(Mrs.) Mildred M. Johnson
Secretary to Mr. Dunbar

MMJ:js
Enclosure - 1.

EMORY UNIVERSITY
ATLANTA 22, GEORGIA

COLLEGE OF ARTS AND SCIENCES

M.I. - pls resp

3 June 1965

Dr. Leslie W. Dunbar, Director
Southern Regional Council
5 Forsyth St.
Atlanta, Georgia

Dear Les:

I have forgotten the precise title and I seem to have misplaced my copy, but if you have additional copies of your report on the summer pre-freshman program at Bishop College I would appreciate your sending a copy to each of the following Woodrow Wilson Teaching Interns at Bishop:

S.T.P. report

Professor Richard Coleman Newton
Department of English
Bishop College
Dallas, Texas

Mrs. Louis Shlipak
1205 Ichabod Ct.
Irving, Texas

Sincerely yours,

Charley

Charles D. Hounshell

CDH:ch

DRAFT

SOUTHERN TEACHING PROGRAM

AN EVALUATION

I. Description ~~of Program and Evaluation~~

A. The Southern Teaching Program was conceived in early 1964 by a small group of law and graduate students at Yale, interested in contributing to the reform of racial relations but convinced that their own best contribution would be to offer their training. Encouraged by the Yale administration, they addressed several Negro colleges of the South, offering to provide summer session instructors. The response exceeded expectations; the students suddenly had on their hands a fairly large program, and foundation help was sought and obtained. In the outcome, 52 graduate and professional students (called in this report "Student Instructors" or "S.I's") were recruited and they taught in 13 predominantly Negro colleges (twelve in the South + one in Ohio) during the Summer of 1964. The program is planned again for 1965, and is being formalized some, including the appointment of a full-time coordinator.

B. This evaluation was requested by one of the supporting foundations, as well as by STP. Leslie W. Dunbar, Executive Director of the Southern Regional Council, initially accepted responsibility for the undertaking. His first step was to recruit a group of consultants, with the understanding that the final report would "reflect the consensus of all" and "be submitted in their names." The group consisted of:

Tilman C. Cothran, Professor of Sociology and Chairman of Department, Atlanta University;

G. Franklin Edwards, Professor of Sociology, Howard University;

Lewis M. Killian, Professor of Sociology, Florida State University.

T. E. McKinney, Jr., Professor of Political Science and Chairman of Department, Southern University;
J. Kenneth Morland, Professor of Sociology and Anthropology and Chairman of Department, Randolph-Macon Woman's College;
Lionel H. Newsom, Professor of Sociology, Morehouse College (now, President of Barber-~~Scotici~~ Scotia College).

A study design, drafted by Dunbar and revised by th consultants, was prepared, and is attached to this report. Each consultant except Edwards visited, for two or three day periods, assigned campuses during ~~this~~ the Summer session. (See Table I at end of this report.) The written reports of these visits form the chief underpinning of this evaluation. Cothran also observed at a mid-summer evaluation session at Memphis participated in by 26 of the S.I.'s . Questionnaires prepared by STP were returned by ~~41~~ 42 of the S.I.'s, and these were also of great value.* Presidents of the colleges were requested to write, or have written by some administrative officer, a general evaluation, and eight did so.** On December 2, 1964, the consultants (Newsome being absent) held a day long conference with Dunbar to review an outline report he had prepared. Following this, Dunbar drafted a report which was circulated to all consultants for revision and approval.

II. General Remarks

The most obvious fact about the 1964 work of STP is that it did make an appreciated contribution on nearly all the campuses. With only a few exceptions, the administrators seem~~ed~~ generally satisfied and interested in continuing the program, the students liked the S.I.'s, and they were received by other faculty with feelings ranging from positive gratitude to tolerance to resentment (little of the first, more of the third, much of the second). Again with a few exceptions, the SI's themselves were well pleased with their Summer. Many found the preparation of their students ~~to~~ ... under

* A few chose to write long letters instead of using the form; two other

**Replies were received from Bethune-Cookman, Bishop, Central State, Lane, Le Moyne, Rust, Texas Southern, and Tuskegee.

~~the~~ letters contained very little information. For usable purposes, therefore, data was received from 40 SI's.

startlingly worse than they had steeled themselves to expect, perhaps an equal number were thrilled by talents discovered or improved, & nearly all were dismayed by the non-intellectual quality of campus life. ~~[illegible]~~ Few pondered the mystery that from such ~~can~~ ~~than intellect~~ cultural barrenness had come the student protest movement of the 1960's, in whose magnetic field they now were.

All of these reactions could have been fairly well predicted by anyone familiar with the great need and the ingrained appreciativeness of Negro colleges. There are colleges in the South whose conditions are so poor that almost any outside effort is of help; only a catastrophe could hurt such schools, and our 13 include some of them. Our list also includes, however, several campuses of present distinction and potential greatness. These cannot be helped merely through effort and good will; but it is precisely these institutions which know best how to make use of proffered assistance. Our prevailing interest in the writing of this evaluation report is to consider how well STP is adaptable to the basic needs of the Negro colleges.

STP was in 1964 a relatively small operation, and though it expects to enlarge in 1965 this will still be true. We found it, however, to be a signally interesting venture to study, for two principal reasons:

1. Despite its size and unpretentiousness, STP seems to us to illuminate well ~~most~~ many of the characteristic problems encountered in programs of direct assistance to Negro colleges. It is one expression of the widespread current interest in aiding Negro colleges through the resources of prestige universities; although STP is a student directed operation, it draws on these resources. A measuring of its effectiveness and potential against more costly programs might well be worthwhile.
2. The Carnegie Foundation for the Advancement of Teaching has recently drawn much attention for its report on <u>The Flight from Teaching</u>. Among its discussed solutions

~~in-college-and-university~~

is the "greater use of graduate students in college and university instruction." STP, now and in its later development, should be examined most carefully for ideas it may suggest for alleviating the shortage of fully trained college teachers.

III. Observations of S.T.P. of 1964

A. Selection Criteria

The 52 S.I.'s of 1964 included all levels of graduates from June A.B.'s up to and including one Ph.D. What number had had previous class room teaching experience of any kind cannot be certainly ascertained, but an examination of their applications for STP shows that only ~~fa~~ a few could have had any. Moreover, a ~~rather~~ considerable number taught courses outside the field of their specialization.

We think this procedure was unwise and should be drastically altered. We state this even before reporting our observations on the quality of work done by the 1964 S.I.'s. Indeed, we emphasize that our opinion here has nothing to do with empirical data.

It has to do, on the contrary, with what we regard as the need which any program of direct assistance, including STP, should serve; viz., the strengthening of higher education for Negroes. A ~~sure~~ Rare need, perhaps the keenest of all, is low professional standards.

Remembering this, it seems to us wrong to encourage the attitude that southern Negro students do not require teachers as well trained as white studnets of the North. We would urge that STP offer only those S.I.'s for the ~~teaching~~ unsupervised teaching of college credit courses who have completed enough graduate training to be eligible to teach equivalent courses in the same fields at their own universities; generally, this would imply an M.A. degree or its equivalent in preparation. We do not think this

Indeed something might be said for the superior qualification of persons not yet too deeply immersed in specialized scholarship.

would prove impossible for STP to accomplish.

A lesser standard could suffice for those assigned as assistants to regular faculty or as instructors in non-credit courses, such as pre-freshman or remedial programs. But for these S's the assurance of qualified supervision ought to be required by STP of the receiving college, and STP should plan prior programs of instruction in the techniques of problems of remedial education. To do the latter before the Summer of 1965 may or may not be feasible, but it should be incorporated into the planning for later years. Moreover, even for these special programs we → over

We are altogether aware that for many of the 1964 S.I.'s, the pleasure and the excitement were precisely their sudden responsibility; in fact, a number went to pains to explain that what they chiefly derived from the Summer was an experience that had little or nothing to do with civil rights or race relations, but had to do solely with the opportunity to teach. These attitudes delight us, as they would anyone devoted to education. But we are deeply impressed with the evident maturity of most of the S.I.'s, ~~with~~ and with their capacity to understand that the first responsibility of STP should be the strengtheing of the institutions it serves.

B. Orientation*

More than one-third of the S.I.'s did not attend the orientation ~~sessions~~ held last June in New Haven. Although many of the opinions noted by the S.I.'s on their questionnaires are not easily classifiable, probably half of those who did attend had a negative reaction.

A principal shortcoming of the 1964 program was the non-existence or inadequacy of orientation at many of the receiving colleges. The 1964 program was of course, somewhat hurriedly planned and contrived, and the colleges had even less time to plan for it than did STP itself.

* In the discussion which follows, we ignore a weighty technical problem, i.e. the → over

believe that S's – ~~both~~ for their own benefit as well as that of the college – should work in ~~their~~ fields of allied to their major interest. This rule might be set aside ~~in special~~ for individual cases but should in general ~~prevail~~ be followed.

erratic opening dates of summer session, ~~as one of~~ which in 1964 ~~the~~ ranged from May 30 to July 13. We ignore the problem because we ~~do~~ know of no solution & it ~~unless~~ except that orientation ~~case~~ that begins not later than mid-May. ~~We are further encouraged in the meaning~~ for summer S's. We are encouraged in discussing the question in somewhat ideal terms, because as will appear later, we advocate that STP not be solely or even mainly a summer program.

DRAFT -6.

A common recommendation of the 1964 S.I.'s was that the 1965 S.I.'s receive orientation from them.

It is hardly surprising that response to the New Haven orientation session was not better; our experience is that some persons tend to be negative about any planned orientation programs. Indeed, this question produced the only substantial disagreement among the authors of this report, a minority of whom would dispense with any orientation of the SI's en masse, on the grounds that ~~its net effect would be to discourage the spirit of professionalism that ought to be the end sought.~~ orientation should be for the SI's as for any other incoming instructors the exclusive responsibility of the college.

A majority view in that STP should provide an orientation session of a day or two duration ~~in late Spring,~~ before the SI's journey to their assigned campuses, and should endeavor to get as perfect attendance as possible. The program should emphasize:

1. The objectives of STP:
   a. Education, not civil rights
   b. The strengthening of the institutions, to the ideal end that it is stronger after you leave.
2. The need to adjust to the situation you find;*
3. The nature of the Negro college campus
4. The psychology of interacting with Negroes on the faculty, student, and community levels
5. The uniqueness of each campus and community.

Some of the "veteran" SI's should be present, but these should be carefully slected from among those who made a success of the previous Summer. The session could be held in any convenient location; in this regard, several of us wondered if Atlanta, where nearly all air and train routes of the South criss-cross, might not even for the SI's be the most ~~convient~~- convenient place.

~~*If desired, by STP, we could suggest some 1964 names for exclusion.~~

*Dean Wasserstrom of Tuskegee put it well: "They manifested a kind of unwillingness to accept Tuskegee Institute & its programs as a 'given' within which to work---. I think it extremely important that persons who participate in such a short term affair---

(over)

do so with a conscious willingness to perform as best they can within the confines & focus of the program."

If some of us were not wholly persuaded of the need for a general orientation, we unitedly believe that the receiving college must discharge its obligation to the SI's, and that STP should require this. This should consist of two things;

1. Clear and precise notification in advance as to the SI's assignment.
2. Several days, derirably as much as a week, on the campus before classes begin, with some responsible person assigned to help the SI settle in, learn the ropes of the library and the book store and the labs, and meet his associates and supervisor (if there is one).

Underlying whatever orientation the SI's receive, one theme would be, we hope, repeatedly underscored. Our experience suggests to us that it has meaning and relevance to the use of graduate students as teachers in any schools. The theme is, "you are faculty."

The 1964 SI's tended very strongly to identify with the students, although many of them at the same time noted - some wistfully, some detachedly, some disapprovingly - that their faculty associates had little to do with them socially. The difficult, delicate thought which should be got over to the SI's would go somewhat like this:

> "From the moment you put foot on your assigned campus, you are faculty. Once you established and maintain that identification in your own mind, you will likely discover that others will sense it. As faculty, you have and should assert the same privilege all other faculty have; viz., to improve your campus, including its faculty-student relationships or its awareness of communtiy responsibility. Explore, therefore, how far you can go, but always preserving your faculty identity. You may surprise yourself. More importantly, you may surprise and instruct your associates. But if you identify with the students, you may be almost certain that nothing you do will be an example to anyone else."

C. The Summer Sessions of 1964

1. In general terms, STP seemed to be a clear disappointment only at Lane and St. Augustine. At the latter, the failure was probably ~~dire~~ due entirely to the college's almost total lack of prior planning. At Lane, neither the SI's nor the administration seemed geared to make a success of the experiment. President Kirkendoll of Lane desires, however, a continuance of the program, to support a planned pre-freshman course. (See Attachment.)

2. Again in general terms, STP seemed from all accounts to be an enthusiastic success at Le Moyne and Texas Southern (at Miles also, but only one SI was there). The other eight schools fell somewhere in between. ~~but more than the topic~~ It is, we believe, highly noteworthy that at Le Moyne and TSU the SI's taught in well established programs of a special nature: at Le Moyne, a Summer Humanties Seminar for selected high school juniors and seniors; at TSU, a Basic Skills Workshop for selected, top quality freshmen.* Both schools looked on STP as a happy resource to draw upon for their programs. The schools themselves took the responsibility for making the best use of the SI's. And even though these programs were outside the regular curriculum, the schools treated the SI's with professional respect and got professionalism from them. Significantly, when TSU found it needed one of its SI's to teach a credit course, it immediatley and substantially increased his stipend.

~~I mean~~ both colleges

We think the Le Moyne and TSU approach, which ~~approval, while~~

*SI's at ~~TSU~~ commented on the brightness of their students, ~~etc~~ which was the opposite, almost, of ~~the~~ situation facing SI's elsewhere.

the barest minimum of prior exchange of credentials, or recommendations.

was approximated at a couple other schools, is the only feasible way of making STP succeed. For it must be realized that the success of STP depends at least as much on the receiving colleges as on STP itself. At Le Moyne and TSU, the college knew what it wanted, made its own appraisal of the value STP could have to its programs, and integrated the SI's into its on-going work. # Success is a product, of course, of — For the most part, the college accepted what STP sent. There was a Summer session is, everywhere, unlike the regular sessions of a college. This fact alone does not necessarily diminish the value of STP as presently conceived. It does need to be known prior to going to work, however, and remembered later. Summer school ~~classes~~ at a southern Negro college frequently collects into one classroom public school teachers, pupils who had previously failed the course, campus hangers-around, and perhaps one or two bright students trying to accelerate. This produces a demanding challenge to the skills of any teacher; all of us can testify, either from actual or analogous experience, that it is quite likely to be also a distrubingly unsatisfying experience for the teacher.

Only a handful of the 1964 SI's engaged in civil rights activities, and none to the evident detriment of their teaching responsibilities. The following statements culled from questionnaires articulate well what seemed to be widely shared reactions:

a. "Most of my relationships with Negroes were perhaps touched by a certain tension or extra consciousness of the other person's needs and hurts but I doubt that this is a "problem." Would ~~that~~ that all human relationships everywhere would know such 'extra consciousness.'"

b. "It was exciting to discover that middle class Negroes really do have the same values as I do, and a relief to decide that I don't have to ~~fell~~ feel any more of a common bond with a Negro

mutual effort. There seemed to me to be no objective reason why the Tuskegee program should not have gone thoroughly well. Tuskegee furnished ~~for~~ a strong argument for sound orientation, for once the S's learned ~~clearly~~ who they were & why they were there things seemed to go ~~well~~ satisfactorily.

Fe Wayne & TSU are located in large cities — the only ones of the colleges which were. This factor probably affected every aspect of their attractiveness to the S's & ~~the S's~~ contributed to the S's own good performance

grocery boy than I do with a white elevator man.

Start

c. On the whole, I was not unduly shocked by the lack of intellectual motivation which I found in the pre-freshman student body. In this regard, I was somewhat disturbed by the frustrations of several of my northern and southern white teaching colleagues attending big northern universities who were suffering from what I would call liberal illusions about the nature of man, and the nature of segregation and education in general. I benefited morale-wise from being a political conservative. I had suspected that students who had attended third-rate schools and came from families where intellectual values were not always held in high esteem would not be well motivated. Nor did I think that we would be able to remedy this situation over night. I was, however, surprised by what I came to consider as the influence of motivation and development of the students. In varying degrees and various ways, most of the students accepted segregation. As the summer progressed, I came more and more to the conclusion that I could only deal with the problem of the intellectual motivation of each student by confronting him directly or intellectually or helping him to confront segregation, as it affected him physically and mentally. (~~One~~ of the handful who, before the Summer was out, got into civil rights activity.)

Write by one

~~d. The S.I.'s revealed more capacity to understand deprivation that was plain, then to understand or have any sympathy for the situation of the faculty and administration of their college. But perhaps this is just as well?~~

7 ~~5~~. With the inevitable few exceptions, the SI's did a good job, and were accorded to approval of their students

Two SI's stayed on at their colleges on full time appointments for 1964-65 (One at Le Moyne and one at ?)

and their administration.[1] The following, taken from one of our field reports, expresses accurately what was generally found:

> "Administrative personnel agreed that the S.I.'s were competent in their respective fields (sometimes with a slight edge over the regular teachers); that they brought a kind of interest and dynamism to their teaching which was often lacking among regular faculty members; that they exhibited an interest in students, both in and out of the classroom; that regular faculty members could emulate; and that they were creative in the utilization of existing resources."

Simple space

86.1 8. 9

One SI thought that the chief value he and his colleagues had was simply "being there" as "outsiders," opening by their presence new vistas for the young Negro Southerner. In one form or another, this thought came out in the questionnaires of many of the SI's. Typically, it came from those in the less satisfactory teaching situations, not ~~those fr~~ from those able to take pride in a teaching accomplishment.

Some SI's gave a number of extra-curricular services. At Rust, by way of conspicuous example, the SI's started a campus newspaper (which involved, among other things, making a dark room ~~for photographic development~~), processed thousand of books donated for Freedom Schools and ~~relisted~~ selected + catalogued 2600 of them for the Rust library, staged a party for 200 students, and one of them assumed the duties of college public relations director. The purpose of STP, however, is academic. For SI's to help out in these ways is good and laudable. For STP to allow this sort of activity to occupy a prominent place in its "advertising" or fund raising or orientation of new SI's would be a gross mistake.[1] One SI, disillusioned over his classes, wrote that long after his class had forgotten his lectures, students would remember him "lecturing while lying on a desk." This seems an inconvenient way to lecture, but does it suggest any problems? It is tempting to say that SI's should conform

10 7.

At a university, it seems, the SI's were overworked. At one college in particular, the teaching load was a heavy. The SI's at Texas Southern complained of too little work.

Photographer's

to local styles of dress and behavior, but we would not stress it. Repeating our earlier point that the SI's should regard themselves always as faculty, we would add here that he who isn't conforming should know that he isn't. SI's should, at least find out what is customarily expected of faculty, and non-conformity should be deliberate. In contrast to the reclining lecture, another SI wrote: future SI's "should be chosen for their capacity to transcend their parochial prejudicies against neckties, conformity, and hard bound books." We would not necessarily agree.

Considering all, we who visited the 13 campuses expected to find more non-conformity and resentment of the same than was apparent. We would recommend that STP select on the basic of academic credentials and teaching potential, and that little stress in either the selection or orientation process be given to conforming habits or their lack.

We found unlikely the interaction of mature people.

11. Our observation was that the SI's as a whole made some mistakes.

12. In a few situations, SI's were over-supervised. In most cases they were on their own, in some cases even to the point of seemingly having no one's interest.

13. Faculty resentment of the SI's did exist at some colleges. Although other factors were present as well, the chief cause was suspicion that regular faculty were being deprived of jobs by the SI's.

rely

We think it is wholly the responsibility of the receiving college to meet these problems. The SI's do, of course, need to comport themselves with tact and courtesy, but no more (and no less) is required of them than of any incoming young instructors. The college administration should interpret and clarify for the regular faculty the role and purpose of STP. We can think of no way that STP can require this, but where problems of this kind are encountered again STP might properly not return to that school without first having a frank talk with the administration.*

in advance

*We have omitted from this report any discussions of the interaction of SI's and the local communities, although we gathered data on this matter and some of the SI's reported on it interestingly; those receiving this report who would care to have information on this point may write Dunbar at the Southern Regional Council. We have omitted it because of a decision to focus exclusively on the educational questions.

heavier + more demanding assignments;

an important academic contribution, though it affected only their students, + little if at all their faculty associates. The disadvantaged colleges of the South - both Negro + white - suffer from many ills, but the most concerns in their intellectual isolation. The SIs brought ~~higher standards of excellence~~ concepts, more exacting standards on which grades were based, ~~stopping~~ made the students plunge into unabridged books instead of ~~texts~~ anthologies, used the labs for problem solving + not merely demonstration. They jolted minds — of a small number of young people.

D. Evaluation~~s~~ and Recommendations

1. We found that STP in 1964 made a wholesome contribution to at least eleven campuses. We believe that participation in STP ~~furthered~~ deepened the training and maturity of the SI's.

2. We are strongly of the opinion, ~~e~~especially after our observation of 1964 SI's, that graduate students can not only benefit personally but can tremendously help higher education by doing more teaching. They can be good teachers, and ~~lear~~ they learn a great deal about their subject in the process. The STP idea is sound and we think should be extended.

3. We confine our remarks ~~here~~ within paragraph to the Negro colleges of the South, though we suspect they may apply generally. We doubt that graduate students as teachers can be of enduring value unless their service is a means for strengthening the regular faculty. Our chief lament about STP in 1964 is that we saw only the scantiest of evidence that the SI's directly or indirectly benefited the regular faculty of the colleges.

4. Consequently, we believe that STP as presently conceived- i.e., as a Summer program - is of limited worth to the Negro colleges, though it may be of considerable value to the ~~colleges~~ SI's themselves. Such worth to the colleges as it can have is chiefly, we believe, in connection with special pre-freshman enrichment or remedial programs. Because we regard such programs as highly important, we encourage the further support of them by the resources of STP.

   Otherwise, we see value to the colleges from STP as Summer activity only in penpheral cases; e.g., in order to free a regular facutly member for a few weeks of advanced study or research; or to give an experimental honors course, thereby encouraging the college to get someone to do it regularly.

peripherall

5. We believe that STP could make a most valuable and valued contribution if arrangements could permit SI's a longer periods of contact with the Negro campus, thus enabling

STP to have beneficial effect on the regular faculty. This means, of course, instructors for one or more terms of the regular school year. The direct benefits to the faculty could consist of freeing faculty members for advanced study or research, or assisting them with very larger classes.

We believe that the foundations supporting STP should seriously consider providing additional funds to make possible (a) a longer period of instruction by the SI's*, and (b) subsidy to a regular faculty members for study while the SI's are meeting their classes. Although we have not done and cannot do an accurate cost estimate, our belief is that this would be, by comparison with other programs of similar aims, a distinctly cheaper and yet highly effective method of strengthening the Negro colleges of the South. For it would go to the root problem, which is the shortcomings of a faculty isolated from most of the stimulus and progress of scholarly associations.

6. We are recommending, therefore, that STP be structured along these lines:

   a. for the support of special summer enrichment and remedial programs;

   b. for the direct benefit of faculty by enabling them to be released during the regular school year for advanced study, or by assisting them with heavy teaching loads.

Were STP so structured, we suspect its usefulness could be broadened. It is noticeable that some of the leading Negro colleges did not participate in 1964. Some of these do not offer summer school. Others might not have been persuaded of the propriety for them of accepting STP. In either case, structuring STP as we have recommended here and in paragraphs 4 and 5 would quite possibly expand its area of service.

7. So too, we believe, would official sponsorship by Yale or some other prestige school. We advance this thought with diffidence but nevertheless with conviction. STP was

*Of the 40 SI's returning questionnaires, 27 said they would consider teaching for a year or longer at a predominantly Negro college, 7 said they couldn't or wouldn't, and seven either did not answer or were undecided.

conceived by students, and we are mindful of their claims. We also ~~tend to~~ agree with Dr. Dominic Soda, who taught in STP at Bishop and is now on the faculty of Washington University, that STP's "simplicity of organization and directness of program~~s~~ were particularly appealing." These qualities should be preserved.

But help extended to any college should be dignified and non-patronizing. We noticed time and time again that administrators referred to STP as "the Yale program," and that is the way they wanted to think of it. We would hope that STP could continue to be run by students, but chartered by Yale or ~~some other~~ another front-rank school. If that were administratively possible, the present virtues of simplicity and direct~~ives~~ness could be kept, and a relationship of lasting dignity between STP and the southern college could be established.

8. We hope that STP can successfully recruit SI's not only in the Ivy Leauge but at other schools of the North and West as well. We advocate recruitment on ~~such~~ southern campuses such as Virginia, North Carolina, Duke, and Texas. We urge that every reasonable effort be made to recruit more Negro SI's; the 1964 record of only ~~was not good.~~ one was not good.

9. For our recommendation on selection criteria see III A above. To this the remarks there, we would add that each prospective SI should over

10. For our recommendation on orientation see III B above.

11. During summers or other times when a significant number of SI's are

~~11.~~ 12 Because a number of the SI's of 1964 proposed that STP plan and organize its own remedial program and offer that to southern colleges, we comment on this point. We would not approve, falling back again on our premise that STP should serve the institutional development of the receiving colleges. It will not do so by weakening their responsibility to plan and carry forward their own programs.

~~12.~~ 13 Although this report has stayed within the framework of "Negro colleges," our final recommendation is that STP thoughtfully consider offering its resources to all disadvantaged colleges of the South. Many of the "white colleges" have academic problems and inadequacies much like those of the predominantly Negro schools. If STP can see its way clear to do this, it should, of course, restrict its offer of services to non-segregated schools willing to accept SI's without regard to race.

about STP's ~~[illegible]~~ might consider employing a retiring superintendent, someone of ~~[illegible]~~ scholarly distinction + a familiar with Negro campuses. This person could counsel SI's, help them interest their administration + faculty, + perhaps give college or classroom lectures.

be recommended by his own graduate advisor to STP, & ~~that the~~ a copy of ~~letter~~ recommendation should be transmitted to the proposed receiving college along with the S's other credentials. We think it important ~~that~~ the colleges have ~~an oppo~~ time to pass on the qualifications of proposed S's and their suitability for the college's program needs. This means that STP ~~must~~ should plan its operations to permit this period of time, & might also adopt the practice of simultaneously the name of the S to more than one school. ~~at a time~~

~~13~~. 14 We conclude by proposing - to STP, to the supporting foundations, to Yale, and to the receiving colleges - that STP not be seen as in any sense or degree a missionary venture, but in the context of a large conception of the obligation which the national community of scholars has for education, wherever it is offered.

Tilman C. Cothran
Leslie W. Dunbar
G. Franklin Edwards
Lewis M Killian
T. E. McKinney, Jr.
J. Kenneth Morland
Lionel H. Newsome

Central State

Tre Bean - assisted in ~~of~~ Introd Biol course +, with more freedom + responsibility, an advanced research course in experimental embryology. Unhappy with arrangements tho not with whole experience. ~~Two~~ Introd courses ~~was~~ was 5 per wk. other - 3 per wk.

2 students in advanced course

Sidney - taught a non-credit remedial course in math + most elementary math credit course. Much freedom - happy. Each class 5 per wk. 14 + 28 students

Ark A M + N

Marlow - 15 per wk, survey courses, Eng + Amer Lit: Complete freedom within limits outlined. Large classes: 42, 43, 25

Hadley - 15 per wk, Logic, Introd to Calculus, Calculus II. Apparently, ~~a~~ a total of 20 students. Much freedom

Hoodnick - 12 per wk 1st session (6 wks) + 13½ 2nd & 3rd. Elem French, 17th + 18th Cent Lit, Hemmenway survey

Bethman - Cochman

Ockman - 20 per wk: Math 131 & 132, Trig, Algebra, Study Skills Program for High Sch Seniors. Classes apparently big. Much freedom

O'Connell - 5 per wk Century Lit 6 wks. 5 per wk Eng Comp in Skills Program 4 wks + 3 per wk Humanities survey 4 wks. Much freedom

Heerwitz - 22-25 per wk. Introd Physics, assisted in a methods course for science teaching, biology & chemistry in Skills program. Much freedom.

Bishop

4 - STP
6 - Envoy
2 - Wallen H.S. teachers

} Remedial & Enrichment Program for Incoming Freshmen

4 per day 5 days per wk. + 2 hr supervised study

Soder - Alg 5 per wk, basic math in remedial program 4 per day = 25 per wk + 4-6 per wk supervised study period

Lane

Epstein – anthropology + psychology

Gumpert – Amer hist govt, Amer history: each 1 1/3 hr per day. Small classes

Le Moyne

Summer Humanities Seminar – jr + senior H S

Bertocci – 15 per wk, 3 classes 2 5 each – one preparation. Free, good support. European history

Sanchez – ditto. Spanish

J. Winter – ditto. Intro to Φ

NSF science institute

D. Winter – Math, 40 students, 2 identical classes, 5 hr per wk + 2 hr workshop once or twice per wk

Tuler

Forget – 18 per wk. elem Fr (35 students), intermediate (6); advanced (10). Much freedom

Philander-Smith

Everett - US Hist + US Govt, 18 per wk - 33 students total
Free

Strong - 18 per wk. Modern Math, College Alg + Trig
Analytic Geom

Wurlow - 9 per wk; Inorganic Chem

Rust

Bragg - Intro Biol, ~~14~~ 13 per wk; 43 students 1st semester,
31 students 2nd. Tuition free

Johnston - World Hist, 13 per wk; 17+12 students. Tuition
free

Matlock - Amer Hist 13 per wk + tutorial for 1 student in
Amer Lit. Hist had about 10 students each term.
Tuition free *

St Augustine

Todd - 15 per wk, alg - trig + social statistics. 15
students total *

under 18

Tucker - 15 per wk, college grammar (1 student) +
composition (4 students)

Texas Southern

Basic Skills Workshop (entering, selected freshmen)

Bannigan - 21 per wk, total 13 students. Coll Alg + Coll Math *

Beauchamp - Intro Φ; ~~F 1½ per day~~ 2½ wk * + help

Bogard - Critical Thinking; 2½ per wk (8 students) *

Fred - English

Overland - English

Pinella - English

Burdick - not in B.S.W. World lit for slow people + modern English novel for senior + eng. 15 per wk.
*, no help! 40 students world lit

Revised T.S.U. said "more work"

Tuskegee

Pre-Freshman Program (remedial for entering freshmen who had scored lowest on entrance exam; but actually a mixed lot

Trolodovsky - 9 hrs Reading lab per wk + 12 hrs conferences - no freedom

Tripp - Math

Winston-Salem

Hawthorne - 15 per wk, Basic Math I + II, Trig *

Paper-back or Anthology

Big help with: regularized, non-patronizing, predicated on explicit awareness that education is the concern of a community of scholars

Must know before departure from "home" what they are going to teach

"The gizmo oven, with the exception of a small electric fan I bought, my most useful possession"

"The simplicity of organization & direction of the program was there particularly appealing." - Soda

Civil right activity? - Epstein at Fisk, & Hampton; Bragg at Rust & Prairie View, Trupp at Tuskegee

STP & segregated education?

It was from the Peace Corps that SI got their motivation

"lecturing while lying on a desk"

should Peace people teach only specialists?

visiting teachers "not around for graduation"

decisions on & how many made by schools

what should colleges pay? which did?

publicity?

130+ application rec'd 1964

Chapel Hill, Duke, etc

State students worth?

Summer school? - worth it?

Student evaluation? Basic Skills Workshop at T.S.U. - laudatory, S.I.'s, but this is pursuant approved of the Workshop

Relate to Ph.D. shortage & Carnegie Report & use of grad students

future S 1's "should be chosen for their capacity to transcend their parochial prejudices against nightie, conformity, & hard bound books"

while complaints about over-supervision, also some about non-help

the lack of off-campus contact — S & C

should students without teaching experience be recruited?

the extra things, e.g. catalogs, all paperbacks in Rutt library

most (not all) say little education about "problem" except as it gave them personal relationships & humanness

greatest value probably non-academic? simply being there as "outsiders" etc?

Orientation should remain general, should integrate S 1 with too many "pre-concerted actions"

Summer school students a motley lot

A requirement must be defined & gone into in advance

Whose responsibility is it to explain STP to regular faculty?

Who should administer? STP? or (e.g.) Yale?

yes & no	liked orientation	didn't attend	didn't like	unclear
Oakman	Tue Beam	Sidney	Marlow	Goodrich
Winter	Hadley	O'Connell	Hempel	Foget
✓	Sandy	Hurwitz	Epstein	✓
	D Winter	Soda	Bertucci	
	Todd	Everett	Rinella	
	Mattach	Stony	Tuis	
	Beauchamp	Wanlow	Kuwahara	
	Bogual	Bragg		
	Overland	Johnston		
	9	Baumgar	7	
		Freud		
		Budich		
		Zwolowsky		23
		13		

Only persons interested in teaching should be included

"I received many examples of writing so ungrammatical & erratically punctuated that I could understand it only with difficulty or not at all."

Marlow's statement about grad students becoming tv writers - "brilliant"

Note frequent SI recommendation of a remedial or freshman orientation program which SI might sponsor

~~COLLEGE~~

DRAFT

COLLEGE	STUDENT INSTRUCTOR	COURSES	TAUGHT or Assisted	QUESTIONNAIRE RECEIVED?	VISITED BY
Arkansas AM&N	Ann M. Goodrich (Wesleyan)	Elem. French, 17th & 18th Cent. Fr. Lit., freshman orientation	T,T,A	Yes	Cothran
	Christopher P. Hadley (Yale)	Logic, Introd. Calculus, Calculus II	T,T,T	Yes	
	~~Charles L. Marlow~~ Charles L. Marlow (Yale)	Eng.Lit, Amer Lit.	T,T	Yes	
	George P. O'Leary (Yale)	math~~ematics~~	T	No	
Bethune-Cookman	Fontaine Belford (Yale Divinity)	Summer skills, Program for high school ~~sessions~~ Reading, French, Contemporary Lit	T,T,T	Yes	Killian
	Barbara M. Hurwitz (Bryn Mawr)	Introd. Physics, Teaching Elem Sci, Summer Skills	T,A,T	Yes	
	Susan Oakman (Wesleyan)	College Math, ~~Eng~~ Trig, Coll Alg., Summer Skills	T,T,T,T	~~Yes~~ Letter	
	Peter J. O'Connell (Yale)	Contemp Lit., Summer Skills	T,T	Yes	
Bishop	Robert J. Anderson (Yale)	Freshman remedial-English	T	Yes	McKinney
	George Herr (Yale Medical)	ditto - Math	T	Yes	
	Morris B. Kaplan (Yale)	ditto - English	T	Yes	
	Doninic Soda (Yale)	Modern Alg., Fresh. remed.-math	T,T	Yes	
Central State	Alexander M. McBean (Yale)	Introd. Biol., Experimental Embryology	A,A	Yes	Newsome
	Lilliam S. Roberson (?)	?	?	No	
	Jeffrey B. Sidney (Yale)	Remedial math, Principles of Math	T,T	Yes	
Lane	Leslie Donald Epstein (Yale)	Gen. Anthropology, Soc. ~~Antro~~ Anthro	T,T,T	Yes	Newsome
	Frank T. Gardner (Yale)	Biology, Trych Survey, Conservation, Anat + Physiology, Genetics	T,T,T,T	~~No~~ Yes	

COLLEGE	STUDENT INSTRUCTOR	COURSES	TAUGHT OR Assisted	QUESTIONNAIRE RECEIVED	VISITED BY
~~[illegible]~~	Joan Gardner (Yale)	Art Hist.& Apprec., Art in Everyday Life, Art Structures, Creative Drawing	T,T,T,T	Yes	~~[illegible]~~
	Susan Gumpert (?)	Amer. Nat'l Gov't, Amer. Hist.	T, T	Yes	
Le Moyne	Phillip A. Bertocci (Yale)	Summer Hummanties Seminar for high school juniors & seniors - history	T	Yes	Newsome
	Marilu Sanchez (Yale)	ditto - speech	T	Yes	
	David J. Winter (Yale)	ditto - math	T	Yes	
	Judith Winter (Yale)	ditto - philosophy	T	Yes	
Miles	Michel Forget (Yale Divinity)	Elem., Intermed. and Advanced French	T,T,T	Yes	Newsome
Philander Smith	William W. Everett (Yale)	U.S. History, U. S. Govt.	T,T	Yes	Cothran
	Susan L. Hawk (Yale)	?	?	No	
	Robert P. Myers (Columbia Medical)	?	?	Letter ~~Yes~~	
	Emily W. Strong (?)	Modern Math, Alg., Trig, Analytic, Gem	T,T,T,T	Yes	
	Richard Winslow (Columbia Medical)	Inorganic Chem.	T	Yes	
Rust	Franklin E. Bragg,II (Columbia Medical)	Introd. Biol.	T	Yes	Morland
	James M. Dodson (Yale)	Amer Govt, St. and Local Govt	T,T	No	
	Loren Ghiglione (Yale)	Freshman English	T	Yes	
	Bruce C. Johnston (Columbia Medical)	World Lit.	T	Yes	

COLLEGE	STUDENT INSTRUCTOR	COURSES	TAUGHT OR ASSISTED	QUESTIONNAIRE RECEIVED	VISITED BY
~~Rust~~	James H. Matlack (Yale)	Amer Lit, Amer. Hist.	T,T	Yes	~~Morland~~
	James G. Ricks (Yale)	Western Civilization	T	No	
St. Augustine	James A. Todd (Yale Divinity)	Alg-Trig, Social Statictics	T,T	Yes	Morland
	William M. Tucker (Yale)	College Grammar, English Composition	T,T,	Yes	
Texas Southern	John Peter Basinger (Wesleyan)	Basic Skills Workshop for entering freshman-math	T	Yes	McKinney
	Tom L. Beauchamp (Yale)	ditto-philosophy	T	Yes	
	Harriet M. Bograd (Yale)	ditto-critical thinking	T	Yes	
	Sanford Budick (Yale)	World Lit, Modern English Novel	T,T	Yes	
	N. S. Freud (Yale)	Basic Skills etc. English	T	Yes	
	Orm Overland (Yale)	ditto-English	T	Yes	
	Vincent J. Rinella (Yale)	ditto-English	T	Yes	
	Robert Walker (Yale)	ditto-math	T	No	
Tuskegee	Robert E. Filner (Yale)	Pre-freshman program-math	A	No	Morland
	Hans H. Hock (Yale)	German	T	No	
	Liza Molodovsky (Columbia)	Pre-freshman-reading	A	Yes	
	James T. B. Tripp (Yale)	ditto-math	A	Yes	
	Henrietta Yancy (Yale)	ditto-reading	A	No	
Winston-Salem	Deborah A. Gwatkin (Wesleyan)	Basic Math, Trig	T,T,	Yes	Cothran
	Jonah S. Raskin (University of Manchester)	Amer. Lit, Eng Lit, Freshman Composition	T,T,T	No	

~~No. of Colleges - 13 - No. of Student~~
No. - 5..

JA.2-3328

Southern Teaching Program
c/o Yale Law School
New Haven, Connecticut
Telephone: 562-3523

Many graduate and professional students at Yale, interested in Negro education, wish to teach in the South this summer. The Southern Teaching Program is arranging for these students to work at Negro or integrated college summer schools as teachers or teaching assistants. They will staff courses that the college would not otherwise be able to provide, or will supplement the staffs of courses that are already provided. Some colleges plan to use these students to staff special programs for high school students or for college honors students, or special institutes in particular subjects.

These summer teachers will live in the campus environment, in dormitories or in faculty accommodations. As well as teaching or working as assistants, they will be active in extracurricular activities such as discussion groups, dramatics, or newspapers. They can also offer informal advice on opportunities for graduate work in the North.

Administration of the Program

1. Contacts with Southern Colleges:
We are seeking colleges that need teachers through the United Negro College Fund; through the Woodrow Wilson Foundation; through the North Carolina Board of Higher Education; and through personal contacts.

2. Recruitment and Selection:
a. The colleges are invited to specify how many teachers they need, in what fields, and how much responsibility summer teachers will have: hours of teaching, number of students, lectures or seminars, suggested curriculum, and special duties.
b. The recruiting for these positions is being done by students; we are publicizing the plan primarily at Yale but elsewhere when necessary. By February 26, 1964, we had received applications from 71 graduate and professional students.
c. Volunteers submit resumes, lists of courses they have taken, and of courses they can teach. We refer their applications to the colleges for approval.

3. Finance:
The colleges will provide room and board for each summer teacher, and, if possible, at least part of the salary. We will seek funds to supplement the contribution of the colleges.

XERO COPY XERO COPY XERO COPY XERO COPY

QUESTIONNAIRE FOR SOUTHERN TEACHING PROGRAM INSTRUCTORS

I. Teaching Responsibilities:

Please describe your teaching position. How many courses did you teach? How many hours per week? What types of books did you use? What was the educational level of your students? How was your work supervised? Were you teaching in a special institute or in a regular summer program?

Do you think these conditions were satisfactory? Could you have been more effective if the conditions were different? How would you change them?

II. Extracurricular Activities:

Did you participate in extracurricular activities which would be of interest to future instructors in this program?

III. Why did you want to participate in this program? Was the summer different from what you expected? In what ways?

IV. What was the major satisfaction of the summer? How was the experience valuable to you personally?

V. What were the major frustrations? Please describe any problems that arose in working with students, other faculty members, administrators, or the local community (white or Negro). Were there problems concerning teaching? Social life? How could any of these problems have been avoided?

VI. What qualities should we look for in future teachers in this program?

VII. Was the orientation meeting in New Haven helpful? What other kind of orientation program, if any, would you recommend?

VIII. What was the value of this program to your students? To the college in general?

IX. Do you think that this program should be repeated next summer? How should it be modified?

X. Would you consider teaching at a predominantly Negro college for a year or more? Would you recommend this type of position to friends? Why or why not?

Southern Teaching Program

NOTES FOR AN EVALUATION

I. General

A. Describe program 1964
B. Describe our study procedure

II. Value of Southern Teaching Program

A. The most obvious thing to note is that the 1964 program did make an appreciated contribution on nearly all the campuses.
B. It is one expression of the widespread current interest in lifting the level of Negro higher education of the South and, in particular, of one large form that interest is taking; viz., aiding Negro colleges with resources of prestige universities. Although STP is a student directed operation, it does draw on these resources.

1. STP is a relatively small operation.

a. Its experience does illuminate, however, most of the characteristic problems
b. Might be worthwhile to measure its effectiveness and potential against more costly programs

C. STP should be examined most carefully for ideas it may suggest for alleviating nation's shortage of Ph.D's for college teaching.

III. Observations on S.T.P. of 1964

A. Selection Criteria

1. S.I.'s of 1964 embraced all levels of graduates, from June A.B.'s up to and including one Ph.D. It is impossible to tell from the data how many had had prior teaching experience, but the inference is that few had. Moreover, a number of them taught outside the field of their specialization.

There are a number of competing factors to be considered here. But one must keep in mind the principal objective: the strengthening of higher education for Negroes. Remembering this; do certain conclusions about selction suggest themselves?:

a. If a sore need is low professional standards, is it not wrong to encourage the attitude that Negro students do not require teachers as well trained as white students? and should STP, therefore, select <u>only</u> S.I.'s who have completed enough graduate training to be eligible to teach (or assist) at their own universities and offer them <u>only</u> for courses within their major or minor intersts?

b. On the other hand, for pre-freshman or remedial work, could a lesser standard suffice?

B. Orientation

1. More than one-third of the S.I.'s did not attend the orientation session held at New Haven. Although many of the opinions are not easily classifiable, probably half of those who did had a negative reaction to it.

2. A principal shortcoming 1964 program was non-existence or inadequacy of orientation at assigned college.

3. A common recommendation of S.I.'s is that 1965 S.I.'s get (a) orientation from 1964 S.I.'s; (b) serious orientation - or, at least or at most, clear cut instructions - at assigned college.

4. Again, if professionalism is to be encouraged, do we need any planned orientation beyond that any college should give any incoming instructor?

   a. Some sharing of experiences, handled informally, would be useful (After all, professors taking new jobs like to get the gossip from those who were there before.)
   b. But a highly structured orientation by the old for the new could, as one S.I. put it, equip an S.I. with "pre-conceived notions"
   c. Is there any value in orientation about "the South"? About Negro education in general? Would some suggested reading serve as well? Morland asserts that orientation should stress need to adjust to a great variety of situations. How?

5. But it is imperative that receiving colleges clearly inform S.I.'s in advance what they are to teach and under what conditions; and that there be at least a week on the campus for some responsible person to get the S.I. settled in. The muddle described by Morland at St. Augustine was almost repeated at a couple other places.

C. Experience of 1964

1. Speaking in general terms, STP seemed to be a clear disappointment only at Lane and St. Augustine.

2. Again in general terms, STP seemed to be from all sides an enthusiactic success at LeMoyne and Texas Southern. (Miles also, but there was only one S.I. there.) The other eight schools fall somewhere in between.

a. It is highly noteworthy that at LeMoyne and TSU, the S.I.'s taught in well-established programs of a special nature. At LeMoyne, a Summer Humanities Seminar for high school juniors and seniors; at TSU, a Basic Skills Workshop for selected, top-quality freshmen.

3. Summer school is, everywhere, unlike the regular sessions of a college. This fact does not necessarily diminish the value of STP; indeed it could conceivably enhance it. It needs only to be known and remembered.

   a. Summer school classes at a southern Negro college made up, as some were, of teachers, pupils who had failed the course before, hangers-around, plus perhaps one or two bright students trying to accelerate, are a demanding challenge for any teacher. What value does STP have for such a situation (beyond possible value to S.I. himself)?

4. Racial questions inevitably and properly occurred. A handful of S.I.'s engaged in some, but small, civil rights activity. From S.I.'s own reports, would appear that few of them felt they had "learned" more about race relations, but many or most were highly appreciative of personal relationships and experiences found. The following two statements articulate well what seem widely felt sentiments:

   a. "Most of my relationships with Negroes were perhaps touched by a certain tension or extra consciousness of the other person's needs and hurts but I doubt that this is a 'problem.' Would that all human relationships everywhere would know such 'extra consciousness.'!" Budick - TSU

   b. "It was exciting to discover that middle class Negroes really do have the same values, as I do, and a relief to decide that I don't have to feel anymore of a common bond with a Negro grocery boy than I do with a white elevator man." Molodovsky - Tuskegee

   c. There was also this, which reveals both the writer, a frequent reaction among whites, and certain over-committed attitudes of other whites, including some of the S.I.'s: "On the whole, I was not unduly shocked by the lack of intellectual motivation which I found in the pre-freshman student body. In this regard, I was somehat disturbed by the frustrations of several of my northern and southern white teaching colleagues attending big northern universities who were suffering from what I would call liberal illusions about the nature of man, and the nature of segregation and education in general. I benefited morale-wise from being a political conservative. I had

suspected that students who had attended third-rate schools and came from families where intellectual values were not always held in high esteem would not be well motivated. Nor did I think that we would be able to remedy this situation over night. I was, however, surprised by what I cameto consider as the influence of the institution of segregation on the intellectual motivation and development of the students. In varying degrees and various ways, most of the students accepted segregation. As the summer progressed, I came more and more to the conclusion that I could only deal with the problem of the intellectual motivation of each student by confronting him directly or intellectually or helping him to confront segregation, as it affected him physically and mentally." Tripp - Tuskegee (One of the handful who, before the summer was out, got into civil rights activity.)

d. The S.I.'s revealed more capacity to understand deprivation that was plain, then to understand or have any sympathy for the situation of the faculty and administration of their college. But perhaps this is just as well?

5. Cothran summarized well the special educator qualities of the S.I.'s: "Administrative personnel agreed that the S.I.'s were competent in their respective fields (sometimes with a slight edge over the regular teachers); that they brought a kind of interest and dynamism to their teaching which was often lacking among regular faculty members; that they exhibited an interest in students, both in and out of the classroom; that regular faculty members could emulate; and that they were creative in the utilization of existing resources."

6. Reading the reports of the S.I.'s one could fairly conclude that the central methodological faith of the modern day graduate student is the paper-back book!!

7. One S.I. thought that the chief value he and his colleagues had was simply "being there" as "outsiders," opening by their presence new vistas for the young Negro Southerner. In one form or another, this same thought came out in the reports of many of the S.I.'s. Typically, it came from those in the less-satisfactory teaching situations, not from those, as at LeMoyne and T.S.U., who were able to take pride in a teaching accomplishment. Is there a value for a, e.g., Rust College student in having a Yale man around? Morland describes how, in the Rust situation, S.I.'s did laudable extra-curricular things (e.g., cataloging library books, starting a newspaper). Was this compensation for classroom failure?

8. One S.I., disillusioned about his academic impact, wrote that long after his class had forgotten his lectures, they would remember him "lecturing while lying on a desk." This seems an inconvenient way

to lecture, but does it suggest any problems? It is tempting to say that S.I.'s should be given orientation about dress, behavior, etc., southern style. But should they be? Should they not come as whatever they are, i.e., as whatever they are permitted to be on their home campuses? Or should they be, at the most, reminded of the different dress and behavior expected in their new role as teachers, not students? In contrast to the reclining lecturer, another S.I. wrote: future S.I.'s "should be chosen for their capacity to transcend their parochial prejudices against neckties, conformity, and hard bound books."

9. Whatever the adequacy of the 1964 orientation, the S.I.'s did, for the most part, have with them humility. It was not perfect, of course. There was a great deal of lament about hopeless grammar contained in reports with their own share of grammatical and spelling lapses. ("I received many examples of writing so ungrammatical and erratically punctuated that I could understand it only with difficulty or not at all.") And there was the fellow from New York City who complained to the newspaper about monuments all over the South to Confederate dead; "unheard of in the North." How far some of the S.I.'s travelled - in a cultural sense - by coming South is suggested-though one hopes exaggerated - by the recommendation of one that next year's orientation for Ivy League students include a trip to the University of Massachusetts!

10. In some schools (e.g., Central State and, possibly, Tuskegee) students were over-supervised. In most they had large freedom. In some, in fact, they not only had no supervision but seemingly no help or interested support.

11. Some faculty resentment existed. As Cothran summarized its features at one school, they were: S.I.'s were taking summer jobs from regular faculty; young, inexperienced people were attempting to tell established faculty members what to do; some faculty disliked all white people. Clearly it would seem, the college administration and not STP has responsibilty for clearing up this problem, at least its first part. But what guidance can we give STP?

D. Evaluation and Recommendations

1. Does STP strengthen segregation by shoring up segregated education.
2. Perhaps more relevantly, does STP have an adverse effect by helping the superfluous, marginal college cling on? Would it be wise to restrict STP to colleges which (a) are academically respectable or (b) in the midst of a program to become so? And if so, how could such a restriction be framed?
3. As Dr. Soda, who taught in S.T.P. at Bishop and is now on the faculty of Washington University, put it, STP's "simplicity of organization and directness of program were particularly appealing." These qualities should be preserved. On the other hand, help extended to any college should be dignified

and non-patronizing. In time, the Yale label on STP will wear off unless it is really put there - by Yale. Could not STP

continue to be student run(which is probably good) with all of its present simplicity and directness, but as officially part of Yale or some other prestige school?

4. Does there not need to be recruitment of SI's outside the Ivy League including on the best southern campuses? And does there not need to be a special effort to recruit more Negro SI's?

5. Many of the SI's taught in remedial programs of one sort or another, and nearly all talked about the need for remedial work. Some proposed that STP plan and offer a remedial program. Is this desirable?

6. Cothran wrote: "In order to improve the quality of education in Negro colleges, the administration and faculty must be affected. It appears to be just as important, if not more important, to effect changes in programs and policies of faculty and administration than it is to effect changes in student attitudes toward education. The faculty and administration --- provide the academic climate in which learning must occur. If the problem

of improving the quality of Negro education is to be successfully attacked, it seems that the STP must devise methods by which faculty in these colleges" is involved. As one possible way, Cothran suggests using SI's to relieve faculty for study at northern universities. What about this?

McKinney, while warning that "under no circumstances "should STP dull the need for a strong permanent faculty, raises the possibility of STP furnishing replacements for men on sabbatical. This is related to Cothran's question, but also to another:

7. Should STP be encouraged to expand beyond a summer program? Here again it might be pertinent to reflect on the alleged Ph.D. shortage as discussed in the recent Carnegie report.

8. Killian notes that STP is not "revolutionary" in its impact. It affects a limited number of people on a limited number of campuses. Its beneficiaries have been "challenged," but not "threatened." There seems to be a widespread

belief that the times call for "revolutionary," "threatening," approaches. True?

9. Finally, is it possible to see STP not as a missionary venture, but in the context of a large conception of the obligation which the national community of scholars has for education wherever it is offered?

7 July

YALE LAW SCHOOL

file

Dear Mr. Dunbar,

At Harriet Bograd's request I am sending you a revised list of participants. I am uncertain whether or not you have received copies of the application forms of these participants. If you have not, write to me care of the Southern Teaching Program Yale Law School.

Sincerely

Walter E. Dellinger

REVISED

Southern Teaching Program
c/o Yale Law School
New Haven, Connecticut 787-7194

Participants in Southern Teaching Program
(summer 1964)

Agricultural, Mechanical and Normal College, Pine Bluff, Arkansas, President: Lawrence A. Davis, June 1-July 31.

~~Robert M. Cook, Sociology, 218 C Halsey St., Princeton, N.J.~~
Ann M. Goodrich, French, 250 Court St., Middletown, Conn., DI 7-3061; 22 Tekoa Terrace, Westfield, Mass. LO 2-2556
Christopher P. Hadley, Mathematics, 2593 Yale Station (S.L.B.) New Haven, Conn. 865-1769; 7053 Cedar St., Prairie Village 8, Kansas
Charles L. Marlow, English, 88 Lake Place, New Haven, Conn., 777-1383; 4230 Loch Raven Blvd., Baltimore, Md., HO 7-5825
*George P. O'Leary, Mathematics, 3298 Yale Station, New Haven, Conn., 776-5741; 12822 Excelsoir Blvd., Hopkins, Minn., WE 8-5790

Bethune-Cookman College, Daytona Beach, Florida, President: Richard V. Moore, Dean: Joseph H. Taylor, June 22-August 1.

Fontaine Belford, Reading, Yale Divinity School, New Haven, Conn.
Barbara M. Hurwitz, Chemistry, Merion Hall, Bryn Mawr College, Bryn Mawr, Pa. LA 5-2225; 41 Paine Ave., New Rochelle, N.Y., NE 6-2730
Susan Oakman, Mathematics, Wesleyan University, Middletown, Conn., DI 7-3061; 17 Coniston Rd., Short Hills, N.J., DR 9-2072
*Peter O'Connell, English, 727 Elm St., New Haven, Conn.; 7 Whitin Ave., Whitinsville, Mass.

Bishop College, 3837 Simpson-Stuart Rd., Dallas 16, Texas; President: M.K. Curry, Jr. July 13- August 21 Knight Butler

Robert J. Anderson, English, 78 Lake Place, New Haven, Conn.; 7522 Tulpehocken St., Phila., Pa., HA 4-2041
*George Herr, Mathematics, 1 South St., New Haven, Conn., 777-5388; 324 E. 41 St. New York, New York, OX 7-5991
Morris B. Kaplan, English, 1237 Chapel St., New Haven, Conn., 777-1210; 603 E. 19th St., Chester, Pa., TR 6-1814
Dominic Soda, Mathematics, Dept. of Mathematics, Yale Univ., Ext. 2277, 169 Olive St., New Haven, Conn., 624-6880

Central State College, Wilberforce, Ohio, President: Charles H. Wesley, June 15-August 9.

*Alexander M. McBean, Biology, 3335 Yale Station (Morse College), New Haven, Conn., 776-6766; 30 Wilson Ave., Chatham, N.J., 635-8930
Lillian S. Robinson, English, 333 W. 87th St., New York 24, N.Y., TR 3-1145
Jeffrey B. Sidney, Mathematics, 1742 Yale Station, New Haven, Conn., 776-3420; 27 Whitewood Rd., Centre Oaks, White Plains, N.Y., LY 2-9077

Lane College, Jackson, Tennessee, President: C.A. Kirkendoll, Dean: Herman Stone, June 8-August 15.

*Leslie Donald Epstein, Anthropology, 1216 Yale Station, New Haven, Conn.
Frank T. Gardner, Biology, 548 Orange St., New Haven, Conn., MA 4-0039

Joan Gardner, Art, 548 Orange St., New Haven, Conn., MA 4-0039
Susan Gumpert, History, 310 W. 106th St., New York, N.Y., UN 5-7058; 5 W. Avon Parkway, Asheville, N.C., AL 2-0696

Le Moyne College, Memphis 6, Tennessee, President: Hollis F. Price, June 15-July 31.

Philip A. Bertocci, History, 406 Prospect St., New Haven, Conn.; 30 Pine St., Wellesley Hills, Mass., CE 5-1512
Marilu Sanchez, French, 318 Willow St., New Haven, Conn., MA 4-7155; 31230 Walker Rd., Bay Village. Ohio, TR 1-0621
David J. Winter, Mathematics, 23 1/2 Dixwell Ave., New Haven, Conn.; Parmly Rd., Perry, Ohio
*Judith Winter, English, Same address

Miles College, Birmingham 8, Alabama, President: L.H. Pitts, Dean: George W. Jones, June 8- August 7.

*Michel Forget, French, Yale Divinity School, 409 Prospect St., New Haven, Conn., 777-4254; 12 Avenue Trudaine, Paris 9, France
~~Tom Kumekpor, Sociology, Princeton Univ., 5 Ivy Lane, Princeton, N.J., 609-921-6600 Ext. 358; 220 A. King St. Princeton, N.J., 609-924-2129~~
or
~~Arlie J. Russell, Sociology, c/o Grad. Sociology Dept., 206 So. Hall, Berkley 4, Calif.; 2306 Parker St., Berkley 4, Calif.~~

Philander Smith College, Little Rock, Arkansas, President: Roosevelt D. Crockett, May 31-August 7.

*William W. Everett, History, 240 Taylor House, 409 Prospect St., New Haven, Conn., 776-5428; 4746 Berkeley Terr., Wash. 7, D.C., FE 8-2314
Susan L. Hawk, English, 420 Temple St., New Haven, Conn., 787-1377; 405 Northwood Rd., Wilmington, Del., PO 2-1631
Robert P. Myers, Biology, 50 Haven Ave., New York 32, N.Y., WA 3-6800; 15 West St., Waterville, Maine TR 2-5832
Richard L. Winslow, Chemistry, 729 Bard Hall, 50 Haven Ave., New York 32, N.Y., WA 3-6800; 23 Coolidge Ave.,Caribou, Maine, GY 3-4401
~~Charles Wolfson, Mathematics, 212 LU 4-0700 Ext.752, 345 8th Ave., New York, N.Y., AL 5-6898~~
Emily Stong

Rust College, Holly Springs, Mississippi, President: Ernest Smith, May 30- August 7.

Franklin E. Bragg, II, Biology, 50 Haven Ave., New York 32, N.Y., WA 3-6800; 11 Graham Ave., Bangor, Maine, 942-2038
James M. Dodson, History, 477 Prospect St., New Haven, Conn., 562-1615; 122 Apple Tree Row, Berkely Heights, N.J., 322-8532
*Loren Ghiglione, English, 733 Whitney Ave., New Haven, Conn., 865-6991; 392 Central Park West, New York, N.Y., MO 3-1015
James H. Matlack, English, 369 Ellsworth Ave., New Haven, Conn., 624-3690
James G. Ricks, History, 2757 Yale Station, New Haven, Conn., 776-2065; 4137 Pinson St., Macon, Ga., 742-1890

Bruce Johnston

St. Augustine's College, Raleigh N.C., President: James A. Boyer, June 22-July 31.

James A. Todd, Mathematics, Yale Divinity School, New Haven, Conn., 777-3011; 3504 Woodland Rd., Bartlesville, Okla.
*William Tucker, English, 91 Lake Place, New Haven, Conn., 865-3041; 102 Aberdeen Place, St. Louis, Mo.

Texas Southern University, Houston, Texas, President: Samuel M. Nabrit, Dean: H. Hadley Hartshorn, June 15-August 14.

John P. Basinger, Mathematics, 334 Washington St., Middletown, Conn., DI 6-4763; Trail, Minnesota
*Tom Beauchamp, VII, 409 Prospect St., Box 14, New Haven, Conn., 787-1703; 1026 Waterford Drive, Dallas 18, Texas, 1-214-DA 1-2451 (Logical Thinking)
Harriet M. Bograd, Logical Thinking, 420 Temple St., New Haven, Conn., 787-7194 (code 203); 411 E. 41 St. Paterson 4, N.J., 271-3863 (code 201)
Nicholas S. Freud, English, 2577 Yale Station, New Haven, Conn., MA 4-7651; 103 E. 86th St., New York 28, N.Y., AT 9-7744
~~Myron H. Howell, English, 2619 Yale Station, New Haven, Conn., 776-9394; 2108 Court St., Syracuse, N.Y., GI 4-9869~~
Orm Overland, English, 578 Howard Ave., New Haven, Conn.; Oslo, Norway
~~Leonard Pullman, English, 747 Elm St., New Haven, Conn., 865-6858; 2319 E. 16th St., Brooklyn, N.Y., DE 2-0686~~
Vincent J. Rinella, Jr., English, 1769 Yale Station, New Haven, Conn.,865-3201; 32 Hackett Circle, Stamford, Conn., DA 3-1394
~~Peter F. Schwindt, Logical Thinking, 628 Yale Station, New Haven, Conn., 776-8487; 40 Awixa Ave., Bayshore, N.Y., 666-6468~~
Robert Walker, Mathematics, 1783 Silliman College, Yale Univ., New Haven, Conn.; R.D. 1 Bellville, Ohio

Tuskegee Institute, Tuskegee, Alabama, President: L.H. Foster, Dean: Richard Wasserstrom, June 8-July 15.

Robert E. Filner, Mathematics, 2068 Yale Station, New Haven, Conn., (daytime: 787-3131 Ext. 321); 99-35 59th Ave., Rego Park 68, N.Y.,AR 1-2782
Hans H. Hock, German, 294 Yale Ave., New Haven, Conn., 387-3380; 8651 Schloss Wernstein/Kulmbach, Germany
Elizabeth Molodovsky, English, 320 Riverside Drive, New York, N.Y., AC 2-3223; 55 E 86th St., New York, N.Y., AT 9-4534
*James T.B. Tripp, Mathematics, 110 Yale Station, New Haven, Conn., 776-1389; 110 Middlesex Rd., Chestnut Hill, Mass., 277-5837
Henrietta Yancy, English, 420 Temple St., New Haven, Conn., 787-7194; 1203 W. 22nd St., Little Rock, Arkansas, FR 2-0427

~~Virginia State College, Petersburg, Virginia, President: Robert P. Daniel, July 6-August 14.~~

~~Joseph R. Comfort, Mathematics, 370 Temple St., New Haven, Conn., ST 7-3131 Ext. 539, SP 7-9789; 563 Metomen St., Ripon, Wis., 748-6141~~
~~Sydney M. Schneider, Mathematics, 2446 Creston Ave., Apt. 23, New York, N.Y., 212 CY 5-6655; 574 Eleventh Ave., Paterson, N.J., 201-523-9144~~

Winston-Salem Teachers College, Winston-Salem, N.C., President: Kenneth R, Williams, Dean: Lafayette Parker, June 15-August 14.

Deborah A. Gwatkin, Mathematics, Wesleyan Univ., 250 Court St., Middletown, Conn., DI 7-3061; 207 Shelter Lane, Jupiter Inlet Colony, Jupiter, Fla., 746-7267
*Jonah S. Raskin, English, 418 Central Park West, Apt 101, New York, N.Y., Un 6-2294; 22 E. Rogues Path, Huntington Station, New York, N.Y.

* School contact

M.J. file

TEXAS SOUTHERN UNIVERSITY

HOUSTON, TEXAS

77004

OFFICE OF THE PRESIDENT

September 28, 1964

Rec'd 10/1/64

Mr. Leslie W. Dunbar
Executive Director
Southern Regional Council, Inc.
5 Forsyth Street, N. W.
Atlanta 3, Georgia

Dear Mr. Dunbar:

Texas Southern was delighted to have the services of some ten young students who were in the Graduate School or the Law School at Yale to participate in our tutorial program during last summer.

Our supervising teachers for this program were highly enthusiastic about the performance of these young people and we too had the opportunity to meet separately with all of the visiting teachers in the group as well as with some of the best students in the basic skills group. We found the students enthusiastic about the Yale group, and we felt that the Yale students were able to better relate to the students than some of our more seasoned and more aloof teachers. Several of the students who came into the program for remedial activities were able to pass satisfactorily examinations for advanced placement in English and Mathematics this fall.

It was unfortunate for us that we did not have sufficient funds to make possible a residential experience for all the students involved in our summer program. This was one weakness, and the Yale group felt that they could have had twice as heavy a student load as that which we assigned them, and for this reason we are re-thinking the load assignment for next summer. We have agreed to add to the stipend that we paid them last summer the round trip fare for those to be involved in our program next summer.

Sincerely yours,

S. M. Nabrit

S. M. Nabrit
President

SMN:tkj

S.T.P. - file

Rec'd 10/2/64

PRESIDENT'S OFFICE

Rust College
Holly Springs, Miss.

September 30, 1964

Dr. Leslie W. Dunbar
Southern Regional Council, Inc.
5 Forsyth Street, NW
Atlanta 3, Georgia

Dear Dr. Dunbar:

I am very happy to write you concerning the Summer Teaching Program in which we participated during the summer. I shall answer your questions as you have them listed on your letter.

1. We had a fine group of young men--each one accepted his responsibility cheerfully and carried it out with diligence and thoroughness.

2. Two of them were a little too over anxious in their efforts to understand the "Southern" situation and caused some undue comment by two ill-timed interviews. I am sure that this stemmed from a lack of understanding and from a lack of knowledge of how things are done or words are used in our section.

3. We would be happy to participate in the program another year. I feel, however, that if the program could be expanded to full year teaching, the instructors would get the total flavor of our campus life, enter more fully into the normal experiences with our faculty, and thereby, more properly assess the situation in which we work and the goals we seek. However, I would be willing to use the Program under the same conditions as last summer.

The young men who worked with us were accepted fully by the students and most of the faculty. They quickly became a normal part of our activities and were not in any sense noveleties. While personality differences may change some of the expected patterns in the future, I feel that where prior conferences are held between the college and a representative of the Program, everything will work towards the common end.

Yours very truly,

Earnest A. Smith

EAS/njb

Earnest A. Smith, President

Central State College
CHARLES H. WESLEY, PRESIDENT
WILBERFORCE, OHIO - 45384

OFFICE OF THE PRESIDENT

October 2, 1964

Dr. Leslie W. Dunbar
SOUTHERN REGIONAL COUNCIL, INC.
Five Forsyth Street, North West
Atlanta 3, Georgia

Dear Dr. Dunbar:

I have received your letter concerning the Summer Teaching Program in which interns from Yale University, Mr. Marshall McBean, Department of Biology, Mrs. Lillian S. Robinson, Department of English, and Mr. Jeffrey Sidney, Department of Mathematics, were engaged here at Central State College. I am sure that Dr. Lionel Newsom has given you his impressions of his visit and personal contacts with these interns.

In response to your special references for information, I have the following to say:

(1) I would evaluate these three instructors as being valuable additions not only to our summer school staff, but they could be to our staff in the first and second semesters. They brought with them points of view and recent experiences which were valuable both with reference to formal and informal relationships of faculty and students in one of America's great institutions of higher education. Our instructors also were very much impressed with them and all of them evaluated their work as excellent; and

(2) We would be interested in continuing the program for another year.

I am pleased to learn that there is to be a final report in which consultants will join with Dr. Newsom and yourself. If there is other specific information which you desire, I would be very pleased to furnish the same. I may add that I am requesting the Heads of Departments with which these three persons worked to send some evaluation to you. This would be more specific than that which I have given above in a general way.

Sincerely yours,

Charles H. Wesley

Charles H. Wesley

CHW:mdh

STP

Bethune-Cookman College

DAYTONA BEACH, FLORIDA 32015

MARY McLEOD BETHUNE
FOUNDER PRESIDENT-EMERITUS

M. LAFAYETTE HARRIS
CHAIRMAN, TRUSTEE BOARD

RICHARD V. MOORE, PRESIDENT

JAMES W. HENLEY
CHAIRMAN EXECUTIVE COMMITTEE
OF THE TRUSTEE BOARD

LEROY E. NORTHRUP
SECRETARY-TREASURER

Rec'd 10/8/64 "Presidents' Evaluation"

OFFICE OF THE PRESIDENT

October 6, 1964

Dr. Leslie W. Dunbar
Southern Regional Council, Inc.
5 Forsyth Street, N. W.
Atlanta 3, Georgia

Dear Dr. Dunbar:

Reference is made toyour letter of September 24, which was received during my absence from the campus. I am delighted to have the opportunity to answer the questions posed in your letter, regarding the summer teaching program:

1. The group participating in the program on our campus was most exceptional. They adapted themselves well and endeared themselves to the entire College Family. Their contributions were outstanding and their participation greatly enhanced our summer school.

2. Bethune-Cookman College would be most happy to participate in the program another year - the agreement remaining the same, or with whatever modification desired by the Foundation.

In the event you are in this section, we shall be most happy to have you visit with us and observe us in our work.

With kindest personal regards,

Very cordially yours,

Richard V. Moore

Richard V. Moore
President

Enclosure

MEMBER UNITED NEGRO COLLEGE FUND FOUNDED 1944

The 60th Annual Founder's Day Observance

OF

BETHUNE-COOKMAN COLLEGE

DAYTONA BEACH, FLORIDA

Founder, President-Emeritus

THE LATE DR. MARY McLEOD BETHUNE

"Not to be ministered unto, but to minister"

SUNDAY AFTERNOON, OCTOBER FOURTH
NINETEEN HUNDRED SIXTY-FOUR
THREE O'CLOCK

Gertrude Hotchkiss Heyn Memorial Chapel

DAYTONA BEACH, FLORIDA

FOUNDER'S DAY COMMITTEE

Dr. Joseph H. Taylor, Chairman

Mr. Rudolph G. Matthews

Mr. Thomas D. Demps

The Reverend Rogers P. Fair

Mr. Theodore Lawe

Mrs. Henrine Ward Banks

Mrs. Florence L. Roane

Mr. Edward R. Rodriguez

Program

60th ANNUAL FOUNDER'S DAY OBSERVANCE

DR. JOSEPH H. TAYLOR, PRESIDING
Acting Dean of Instruction

Prelude —

The College Shibboleth ..... "Leaning On The Everlasting Arms"
AUDIENCE STANDING

The Twenty-Third Psalm ..... Led by The Reverend Rogers P. Fair
CHAPLAIN, BETHUNE-COOKMAN COLLEGE

Invocation ..... The Reverend Rogers P. Fair
CHAPLAIN, BETHUNE-COOKMAN COLLEGE

Solo ..... Mr. Thomas D. Demps

Reminiscences —

Mr. Rudolph G. Matthews
FACULTY, BETHUNE-COOKMAN COLLEGE

Mr. James E. Huger
STAFF, BETHUNE-COOKMAN COLLEGE

Solo ..... Mr. Edward Rodriguez

Introduction of Speaker ..... Mrs. Henrine Ward Banks
DEAN OF WOMEN, BETHUNE-COOKMAN COLLEGE

Founder's Day Address ..... Mrs. Florence Lovell Small Roane
CHAIRMAN, DIVISION OF EDUCATION
BETHUNE-COOKMAN COLLEGE

Presentation —

To Mrs. Anthony Stevens
(ONE OF THE FIVE LITTLE GIRLS)

Mr. Theodore Lawe
PRESIDENT, STUDENT GOVERNMENT ASSOCIATION
BETHUNE-COOKMAN COLLEGE

The Audience Will Please Go To The Mound For The Graveside Services
Directed By Reverend Rogers P. Fair

Laying of the Wreath —

Mrs. Bessie F. Bailey
STAFF, BETHUNE-COOKMAN COLLEGE

Miss Martha Marie Berhel
FACULTY, BETHUNE-COOKMAN COLLEGE

Mr. John Wilkins
PRESIDENT, MEN'S SENATE

Miss Miretha Wiley
PRESIDENT, WOMEN'S SENATE

THE COLLEGE SHIBBOLETH

"LEANING ON THE EVERLASTING ARMS"

What a fellowship, what a joy divine,
Leaning on the everlasting arms;
What a blessedness, what a peace is mine,
Leaning on the everlasting arms.

Oh, how sweet to walk in this pilgrim way,
Leaning on the everlasting arms;
Oh, how bright the path grows from day to day,
Leaning on the everlasting arms.

What have I to dread, what have I to fear,
Leaning on the everlasting arms?
I have blessed peace with my Lord so near,
Leaning on the everlasting arms.

CHORUS

Leaning, leaning, Safe and secure from all alarms;
Leaning, leaning, Leaning on the everlasting arms.

BETHUNE-COOKMAN COLLEGE

DAYTONA BEACH, FLORIDA

Freshmen and New Students Convocation

MONDAY EVENING, THE TWENTY-FIRST OF SEPTEMBER

NINETEEN HUNDRED SIXTY-FOUR

EIGHT O'CLOCK

Gertrude Hotchkiss Heyn Memorial Chapel

DAYTONA BEACH, FLORIDA

PROGRAM

Mr. James E. Huger, Presiding
BUSINESS MANAGER, BETHUNE-COOKMAN COLLEGE

COLLEGE SHIBBOLETH ..... **Audience (Standing)**
LED BY: MR. THOMAS D. DEMPS, DIRECTOR—BETHUNE-COOKMAN COLLEGE CONCERT CHOIR

RESPONSIVE READING — Page 569
6th Sunday—1st Reading ..... **Dr. Arthur R. Charlesworth**
CHAIRMAN, DEPARTMENT OF RELIGION AND PHILOSOPHY
BETHUNE-COOKMAN COLLEGE

INVOCATION ..... **The Reverend Rogers P. Fair**
CHAPLAIN, BETHUNE-COOKMAN COLLEGE

SOLO ..... **Miss Ranghilde Janet Hannas**

GREETINGS —

The Honorable J. Owen Eubank
MAYOR, CITY OF DAYTONA BEACH

Dr. Lee Nichols
MEMBER, EXECUTIVE COMMITTEE OF THE BOARD OF TRUSTEES,
BETHUNE-COOKMAN COLLEGE

Mr. Lee B. Spence
PRESIDENT, DAYTONA BEACH CHAMBER OF COMMERCE

Dr. Joseph H. Taylor
ACTING DEAN OF INSTRUCTION, BETHUNE-COOKMAN COLLEGE

Mrs. Jeanne Goddard
CITIZENS SCHOLARSHIP FOUNDATION

Dr. Lilburn B. Moseley
PRESIDENT, MINISTERIAL ASSOCIATION OF THE HALIFAX AREA

Mr. John S. Frink
PRESIDENT, NATIONAL ALUMNI ASSOCIATION, BETHUNE-COOKMAN COLLEGE

Mr. Norman Hickey
CITY MANAGER, CITY OF DAYTONA BEACH

SOLO ..... Miss Christine Hightower

GREETINGS —

Mrs. Richard Friend
MEMBER, WOMEN'S ADVISORY BOARD OF BETHUNE-COOKMAN COLLEGE

Mr. Walter B. Booth
MANAGER-EMPLOYEE AND COMMUNITY RELATIONS, GENERAL ELECTRIC COMPANY

Mr. Theodore Lawe
PRESIDENT, STUDENT GOVERNMENT ASSOCIATION OF BETHUNE-COOKMAN COLLEGE

Mrs. Leroy Northrup
PRESIDENT, UNITED CHURCHWOMEN OF THE HALIFAX AREA

SOLO ..... Miss Harlyn Nelson

INTRODUCTION OF SPEAKER ..... Mr. Harrison DeShields, Jr.
REGISTRAR, BETHUNE-COOKMAN COLLEGE

CONVOCATION ADDRESS ..... Dr. Richard V. Moore
PRESIDENT, BETHUNE-COOKMAN COLLEGE

IMPRESSIONS ..... Mr. Leroy E. Northrup
SECRETARY-TREASURER, BOARD OF TRUSTEES
BETHUNE-COOKMAN COLLEGE

ACKNOWLEDGEMENTS, INTRODUCTIONS, AND ANNOUNCEMENTS —

ALMA MATER —

BENEDICTION ..... Dr. Daniel D. Sain
ASSOCIATE PROFESSOR OF RELIGION AND PHILOSOPHY,
BETHUNE-COOKMAN COLLEGE

—ALMA MATER—

Dear Alma Mater, thou Beloved,
We pledge our lives to thee;
Thou art results of toil and pain
And tears come in a stream;
Dear Alma Mater, thou art all
And all the world to me—
Thou'rt the answered prayer of a dream.

Oh God, protect dear B. C. C.
Crown her with love and cheer;
We'll ever sing thy praise to Thee,
It makes us strong and bold.

All hail to thee, dear B. C. C.
All hail to thee, all hail!
Hail thee, Maroon and Gold.

THE COLLEGE SHIBBOLETH

"LEANING ON THE EVERLASTING ARMS"

What a fellowship, what a joy divine,
Leaning on the everlasting arms;
What a blessedness, what a peace is mine,
Leaning on the everlasting arms.

Oh, how sweet to walk in this pilgrim way,
Leaning on the everlasting arms;
Oh, how bright the path grows from day to day,
Leaning on the everlasting arms.

What have I to dread, what have I to fear,
Leaning on the everlasting arms?
I have blessed peace with my Lord so near,
Leaning on the everlasting arms.

CHORUS
Leaning, leaning, Safe and secure from all alarms;
Leaning, leaning, Leaning on the everlasting arms.

THE CULTURAL ACTIVITIES COMMITTEE ANNOUNCES PROGRAM FOR THE FIRST SEMESTER

Monday, October 26, 1964, 8:00 P.M.
Blanton-Harreld Duo Piano Concert
Gertrude Hotchkiss Heyn Memorial Chapel

Monday, November 16, 1964, 8:00 P.M.
The Tender Trap — Presented by Tra-Co-Dram
Moore Gymnasium

Wednesday, December 16, 1964, 8:00 P.M.
Annual Christmas Concert by The Concert Chorale
Gertrude Hotchkiss Heyn Memorial Chapel

Monday, January 11, 1965, 8:00 P.M.
The Opera Repertory Company in — — Cosi Fann Tutti
(A Comedy Opera in English)
Gertrude Hotchkiss Heyn Memorial Chapel

S.P. - file
(President's resolutions)

File

BISHOP COLLEGE
3837 SIMPSON-STUART ROAD
DALLAS, TEXAS

October 10, 1964

Rec'd 10/12/64

OFFICE OF THE PRESIDENT

Dr. Leslie W. Dunbar
Executive Director
Southern Regional Council, Inc.
5 Forsyth Street, N.W.
Atlanta 3, Georgia

Dear Doctor Dunbar:

Thank you for your letter of September 22, 1964 which came during the registration period. Since then, I have been out of the city most of the time. I am hastening to write you today so that you may have the information requested before the evaluation of the summer program in which you participated is completed.

We at Bishop College were well pleased with the contributions made by the four students from Yale University who participated in the initial Remedial and Enrichment Program for In-Coming Freshman on our campus last summer.

We were impressed with the quality of the teachers as instructors for freshman students. Despite their proximity to graduate study, they were able to establish unusually strong rapport with the students. They were able to start with the students where they were and leadthem successfully during the six weeks term.

Generally, the students who came to us were mature in their relation with students and other teachers. I may say that we would have been happy to keep almost all of the teachers. One person, Mr. George Herr, did not seem to establish as good rapport with students and others as the other members, but the consensus was that he did a good job despite his seeming aloofness. Mr. Morris Kaplan was unusually effective.

Dean Charles L. Knight has indicated that we would like to have dossiers and transcripts of the prospects prior to their selection.

We should also like to propose the use of these teachers for the entire summer of twelve weeks, and/or for a regular term, one or two semesters, preferably the latter.

UNITED NEGRO COLLEGE FUND

After a month of the fall term, we are able to see distinct differences between the students who were in the summer program and those who were not. Next summer, we expect to bring the entire Freshman Class in for the remedial and enrichment program provided we can find foundation support. We think this is the best initital step we can take to improve the quality of our program, namely to improve the quality of our entering freshmen.

We appreciate the part which the Southern Regional Council played in this program and hope that we can count on your continued help. Next summer, we want to bring in teachers from the schools from which we draw our freshmen to participate in the program so that they may have a better idea of what they could be doing with these students in high school.

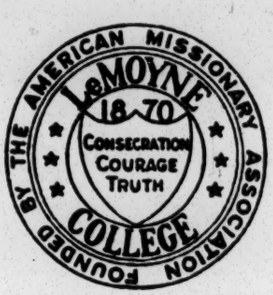
Cordially yours,

M. K. Curry, Jr.
President

MKC:lw

SFP - file

Rec'd 10/12/64



MEMPHIS, TENNESSEE

October 12, 1964

Mr. Leslie W. Dunbar
Executive Director
Southern Regional Council, Inc.
5 Forsyth Street, N.W.
Atlanta 3, Georgia

Dear Mr. Dunbar:

President Price asked me to answer your letter to him of September 23rd. My delay in writing you has been due to the pressures of my daily responsibilities rather than to any negligence on the part of President Price.

I served as director of the LeMoyne Humanities Institute for Talented High School Students in which the Yale students - Miss Marilu Sanchez, Mrs. Judith Winter and Mr. Philip Bertocci- served as instructors. I have only praise for the performance of these young people. They came here with superior academic backgrounds and with tremendous enthusiasm for the project. I observed them on many occasions at work in the classroom and outside the classroom in student activities. Their energy and enthusiasm, and their youth, enabled them to promote high scholarship and at the same time they established and maintained an easy rapportwith the high school students.

During the spring semester of the last academic year we conducted on Saturdays an institute similar to the summer program in which the Yale students participated. We who taught in that program were very pleased and encouraged by the ability and performance of the students. But we stodgy college professors just did not have the spark to stimulate the youngsters that the Yale students provided in the summer. I consider the summer program to have been much more successful than the spring semester program,

and I believe most of the credit for this should go to the Yale students.

We are planning to hold another Humanities Institute for high school students. We would be most happy to staff this program again with young people such as we had last summer. We would be particularly pleased to have the same instructors returned to us next summer, and they expressed the desire to do this. However, we could use a larger contingent. We hope to conduct two programs: one for high school students and the other for junior high school students. We should be able to use some of these young instructors in our regular summer session for college students. Miss Marilu Sanchez, who taught in the Humanities Institute last summer, returned to LeMoyne as one of our faculty members. I'm sure that we all, administration and faculty, consider her a valuable addition to our staff.

We consider the Summer Teaching Program to have been a tremendous success and we hope that it will be continued and expanded.

Sincerely yours,

Clifton H. Johnson

Clifton H. Johnson
Professor of History

October 16, 1964

Dean Richard Wasserstrom
Tuskegee Institute
Tuskegee, Alabama

Dear Dean Wasserstrom:

I do indeed want to see your report on your pre-freshman program when you have it finished.

Thank you very much for your very interesting letter of October 12. Thank you also for sending me your article The Obligation to Obey the Law. I have to give a paper myself on this subject at the Southern Political Science Association meeting next month.

You don't leave anyone much to say.

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD:slw

Rec'd 10/14/64 S.T.P. file

Tuskegee Institute

TUSKEGEE INSTITUTE
ALABAMA, 36088

COLLEGE OF ARTS AND SCIENCES

October 12, 1964

Mr. Leslie W. Dunbar
Executive Director
Southern Regional Council
5 Forsyth Street, N. W.
Atlanta 3, Georgia

Dear Mr. Dunbar:

To be candid, my evaluation of the instructors from the Summer Teaching Program who participated in our pre-freshman program last summer is a mixed one. I think that we got off to an unhappy start due to the fact that some of the instructors arrived expecting to assume regular teaching responsibilities while we had anticipated utilizing them as teaching assistants in our "substantive" courses. Frankly, I am persuaded that we had described our expectations in this respect quite unequivocally. Nonetheless, they experienced a certain amount of disappointment when they arrived and learned for certain what we wanted and expected from them - particularly since participants at other schools were, apparently, serving as regular teachers.

I think it fair to say that this initial misunderstanding was symptomatic of most general criticism of the participants: They manifested a kind of unwillingness to accept Tuskegee Institute and its programs as a given within which to work, and a desire to reform and reconstruct the institution and its programs. I think it extremely important that persons who participate in such a short term affair as our own pre-freshman program do so with a conscious willingness to perform as best they can within the confines and foci of the program - and this attitude was not as wholly in evidence as I would have liked.

Aprt from this general criticism, there are two other comments of a negative sort that I would make. First, the participants seemed, on a whole, less knowledgeable about the South and, especially, about our students than I would have supposed. In particular, they had somewhat unrealistic expectations concerning the ease with which our students would be able to shed the effects of inferior and impoverished primary and secondary educational systems. That is to say, they did not fully appreciate the kinds of academic and intellectual difficulties our

students would have, nor were they as compassionate and sympathetic vis-a-vis these difficulties as I would have supposed.

Second, the particular fields of competence of the participants were not always related to the subjects in which they were asked to assist. This, though, seems to me to be the most readily remediable of the problems.

Despite the fact that my report has been critical so far, I do not mean to convey the impression that our overall assessment of the participants is a negative one. For their contributions to the program were both numerous and valuable. The participants were enthusiastic and, by and large, dedicated. In many cases they were able to establish a special kind of rapport with the students that regular faculty members would have been unable to achieve. In addition, particularly toward the end of the program, they were instrumental in devising and implementing a variety of imaginative and exciting additions to the program, e.g. a special student newspaper, and a music appreciation hour. And finally, they furnished a number of valuable and constructive suggestions for the operation of the program itself.

I do not think there is any question but that we will both repeat the pre-freshman program next summer and utilize young people as teaching assistants in the program. We will, however, attempt to make the following modifications:

(1) We will want to screen the participants more carefully - perhaps insisting upon a personal interview.

(2) We will attempt to state and define more precisely our expectations as to the roles and duties we want them to assume.

(3) We will want to make certain that the participants have a particular interest and competence in the substantive field in which we wish them to assist.

(4) I think that for a number of reasons it may prove desirable to use students who have just graduated from college or who have completed only the first year of graduate school rather than more advanced graduate students.

(5) Finally, in addition to a more extensive orientation program at Tuskegee, I think it might be desirable to consider a more general orientation program for all participants (perhaps it could be held during spring vacation) which would help to inform them about the South and it's special problems.

I hope that this evaluation is of some help to you.

We expect to have a more complete report of our pre-freshman program finished in a few weeks and we will be glad to send you a copy if you would like one. I, in return, would like very much to see the reports and the evaluations of the consultants if they are available.

Yours very truly,

Richard Wasserstrom

Richard Wasserstrom
Dean, College of Arts
and Sciences

RW:k
cc: Dr. L.H. Foster

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October 2, 1964

Dr. Leslie W. Dunbar
Executive Director
Southern Regional Council
5 Forsyth Street, N. W.
Atlanta 3, Georgia

Dear Leslie:

Thank you for your letter of September 24.

The young people in the Summer Teaching Program at Tuskegee worked under the direction of the Dean of our College of Arts and Sciences, Dr. Richard Wasserstrom. He will send an evaluation of their performance and a statement concerning Tuskegee's future cooperation in the program within the next two weeks.

I look forward to seeing you next month.

Kind regards.

Sincerely yours,

L. H. Foster
President

LHF:p

cc: Dean Torrence
Dean Wasserstrom

File
Summer Teaching
Project
1964

September 24, 1964

Dr. C. A. Kirkendell
President
Lane College
Jackson, Tennessee

Dear Dr. Kirkendoll:

One of the foundations and other interested parties supporting the Summer Teaching Program, in which Lane College participated, asked us to prepare a report evaluating the program and making recommendations as to its possible renewal and strengthening. To this end we recruited a group of distinguished consultants, and, as you may recall, Professor Lionel Newsom formerly of Morehouse College visited your campus during the summer.

We are now writing to all of the presidents of the schools which took part in the program seeking your help in preparing our report.

Although we would be delighted to have any comments you may wish to make, what we would be particularly interested in would be the following:

(1) your evaluation of the young instructors as a group; and,

(2) your present view as to whether Lane College is interested in considering another year of the program and, if so, with what modifications, if any.

I hope you will feel free to answer these questions at whatever length and in whatever detail you may wish. I realize also that in some cases other administrative officers, such as your Dean or director of the summer program, may have been closer to the work of the instructors than were you. Please feel free to have this request answered by such a person if you would prefer.

I think the Summer Teaching Program was certainly an interesting idea, and the reports which we have had back from Dr. Newsom and other consultants seem to bear this out. We hope that our final consolidated report will serve not only the purpose of evaluating this specific program, but will contribute to a better understanding of how the Negro colleges and universities in the South may be aided through the support of larger universities.

Working with Dr. Newsom and me in the preparation of our final report will be the other consultants. These are: Theophilus E. McKinney, Southern University; Lewis Killian, Florida State University; H. Franklin Edwards, Howard University; Tilman Cothran, Atlanta University; and Kenneth Morland, Randolph-Macon Woman's College.

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD:nm

ATLANTA UNIVERSITY
ATLANTA, GEORGIA 30314

SCHOOL OF ARTS AND SCIENCES

January 14, 1965

Mr. Leslie W. Dunbar
Southern Regional Council, Inc.
5 Forsyth Street, N. W.
Atlanta 3, Georgia

Dear Leslie:

I have read the tentative draft of the evaluation of the Southern Teaching Program and feel that it faithfully captures our ideas. Accordingly, I am in agreement with the report and do not have any significant recommendation for change.

Sincerely yours,

Tilman

Tilman C. Cothran, Chairman
Department of Sociology

TCC/lf

MEMBER UNITED NEGRO COLLEGE FUND

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SOUTHERN UNIVERSITY
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DEPARTMENT OF POLITICAL SCIENCE

January 26, 1965

file

Dr. Leslie W. Dunbar
Southern Regional Council, Inc.
5 Forsyth Street, N.W.
Atlanta 3, Georgia

Dear Leslie:

Your evaluation of the Southern Teaching Program is an excellent report which meets my approval with the suggestions and exceptions noted on the attached manuscript which you submitted for our comments.

Yours sincerely,

T. E. McKinney, Jr.

file: Yale Univ - Southern Teaching Program, 1964 - Evaluation Report

SOUTHERN TEACHING PROGRAM
1964

An Evaluation

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January 29, 1965

I. Description

A. The Southern Teaching Program was conceived in early 1964 by a small group of law and graduate students at Yale, interested in contributing to the reform of racial relations but convinced that their own best contribution would be to offer their training. Encouraged by the Yale administration, they addressed several Negro colleges of the South, offering to provide Summer session instructors. The response exceeded expectations; the students suddenly had on their hands a fairly large program, and foundation help was sought and obtained. In the outcome, 53 graduate and professional students (called in this report "Student Instructors" or "S.I.'s") were recruited and they taught at 13 predominantly Negro colleges (twelve in the South and one in Ohio) during the Summer of 1964. The program is planned again for 1965,* and is being formalized in some respects, including the appointment of a full-time coordinator and a secretary. The STP has incorporated and has received foundation help for its 1965 program.

B. This evaluation was requested by one of the supporting foundations, as well as by STP. Leslie W. Dunbar, Executive Director of the Southern Regional Council,

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*As of January 17, 1965, STP had expressions of interest from 30 colleges, for about 140 instructors for the oncoming Summer. Its applicants exceeded 140.

initially accepted responsibility for the undertaking. His first step was to recruit a group of consultants, with the understanding that the final report would "reflect the consensus of all" and "be submitted in their names" as well as his. The group consisted of:

Tilman C. Cothran, Professor of Sociology and Chairman of Department, Atlanta University;

G. Franklin Edwards, Professor of Sociology, Howard University;

Lewis M. Killian, Professor of Sociology, Florida State University;

T. E. McKinney, Jr., Professor of Political Science and Chairman of Department, Southern University;

J. Kenneth Morland, Professor of Sociology and Anthropology and Chairman of Department, Randolph-Macon Woman's College;

Lionel H. Newsom, Professor of Sociology, Morehouse College (now, President of Barber-Scotia College).

A study design, drafted by Dunbar and revised by the consultants, was prepared.* Each consultant except Edwards visited, for two or three day periods, assigned campuses during the Summer session. (See Appendix.) The written reports of these visits form the chief underpinning of this evaluation. Cothran also observed at a mid-Summer evaluation session at Memphis participated in by 26 of the S.I.'s. Questionnaires prepared by STP were returned by

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*Available on request from the Southern Regional Council, 5 Forsyth Street, N. W., Atlanta, Georgia.

42 of the S.I.'s, and these were also of great value.* Presidents of the colleges were requested to write, or have written by some administrative officer, a general evaluation, and eight did so.** On December 2, 1964, the consultants (Newsom being absent) held a day long conference with Dunbar to review an outline report he had prepared. Following this, Dunbar drafted a report which was circulated to all consultants for revision and approval.

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*A few chose to write long letters instead of using the form; two of the letters contained very little information. For usable purposes, therefore, data were received from 40 S.I.'s. The questionnaire is available on request from the Southern Teaching Program, Inc., P. O. Box 401-A, Yale Station, New Haven, Connecticut.

**Replies were received from Bethune-Cookman, Bishop, Central State, Lane, LeMoyne, Rust, Texas Southern, and Tuskegee.

II. General Remarks

The most obvious fact about the 1964 work of STP is that it did make an appreciated contribution on nearly all the campuses. With only a few exceptions, the administrations seem generally satisfied and interested in continuing the program, the students liked the S.I.'s, and they were received by other faculty with feelings ranging from positive gratitude to tolerance to resentment (little of the first, more of the third, much of the second). Again with a few exceptions, the S.I.'s themselves were well pleased with their Summer. Many found the preparation of their students startlingly worse than they had steeled themselves to expect, perhaps an equal number were thrilled by talents discovered or improved, and nearly all were dismayed by the non-intellectual quality of campus life; few pondered the mystery that from campuses like these had come the student protest movement of the 1960's, in whose magnetic field they themselves now were.

All of these reactions could have been fairly well predicted by anyone familiar with the great need and the ingrained appreciativeness of Negro colleges. There are colleges in the South whose conditions are so poor that almost any outside effort is of help, and our 13 include some of them. Our list also includes, however, several campuses of present distinction and

potential greatness. These cannot be helped merely through effort and good will; but it is precisely these institutions which know best how to make use of proffered assistance. Our prevailing interest in the writing of this evalutation report is to consider how well STP is adaptable to the basic needs of the predominantly Negro colleges.

STP was in 1964 a relatively small operation, and though it expects to enlarge in 1965 this will still be true. We found it, however, to be a signally interesting venture to study, for two principal reasons:

1. Despite its size and unpretentiousness, STP seems to us to illuminate well many of the characteristic problems encountered in programs of direct assistance to Negro colleges. It is one expression of the widespread current interest in aiding Negro colleges through the resources of prestige universities; although STP is a student directed operation, it draws on these resources. A measuring of its effectiveness and potential against more costly programs might well be worthwhile.

2. The Carnegie Foundation for the Advancement of Teaching has recently drawn much attention for its report on The Flight from Teaching. Among its discussed solutions is the "greater use of graduate students in college and university instruction." STP, now and in its later development, should be examined most carefully for ideas it may suggest for alleviating the shortage of fully trained college teachers.

III. Observations of STP of 1964

A. Selection Criteria

The 53 S. I. 's of 1964 included all levels of graduates from June A. B.'s up to and including two Ph.D.'s. What number had had previous classroom teaching experience of any kind cannot be exactly ascertained, but an examination of their applications for STP shows that only a few could have had any. Moreover, a considerable number taught courses outside the field of their specialization.

We think this policy was unwise and should be drastically altered. We state this even before reporting our observations on the quality of work done by the 1964 S. I.'s. Indeed, we emphasize that our opinion here has nothing to do with empirical data.

It has to do, on the contrary, with what we regard as the need which any program of direct assistance, including STP, should serve; viz., the strengthening of higher education. A sore problem in a host of southern schools, perhaps the keenest problem they have, is low professional standards.

Remembering this, it seems to us wrong to encourage the attitude that southern Negro students do not require

teachers as well trained as white students of the North. We would urge that STP offer only those S. I.'s for the unsupervised teaching of college credit courses who have completed enough graduate training to be eligible to teach equivalent courses in the same fields at their own universities; generally, this would imply an M. A. degree or its equivalent in preparation. We do not think this would prove impossible for STP to accomplish.

A lesser standard could suffice for those assigned as assistants to regular faculty or as instructors in non-credit courses, such as pre-freshman or remedial programs. Indeed, something might be said for the superior qualifications of persons not yet too deeply immersed in specialized scholarship. But for these S. I.'s, the assurance of qualified supervision ought to be required by STP of the receiving college, and STP should plan prior programs of instruction in the techniques and problems of remedial education. To do the latter before the Summer of 1965 may or may not be feasible, but it should be incorporated into the planning for later years. Moreover, even for these special programs we believe that S. I.'s -- for their own benefit as well as that of the college -- should work

in fields allied to their major interest; this rule might be set aside for individual cases but should in general be followed.

We are altogether aware that, for many of the 1964 S. I.'s, the pleasure and the excitement were precisely their sudden responsibility; in fact, a number went to pains to explain that what they chiefly derived from the Summer was an experience that had little or nothing to do with civil rights or race relations, but had to do solely with the opportunity to teach. These attitudes delight us, as they would anyone devoted to education. But we are deeply impressed with the evident maturity of most of the S. I.'s, and with their capacity to understand that the first responsibility of STP should be the strengthening of the institutions it serves.

B. Orientation*

*In the discussion which follows, we ignore a weighty technical problem; i.e., the erratic opening dates of Summer sessions, which in 1964 ranged from May 30 to July 13. We ignore the problem because we know of no solution to it, except orientation that begins not later than mid-May for Summer S. I.'s. We are encouraged in discussing the question in somewhat ideal terms because, as will appear later, we advocate that STP not be solely or even mainly a Summer program.

More than one-third of the S. I.'s did not attend the orientation held last June in New Haven. Although many of the opinions noted by the S. I.'s on their questionnaires are not easily classifiable, probably half of those who did attend had a negative reaction.

A principal shortcoming of the 1964 program was the non-existence or inadequacy of orientation at many of the receiving colleges. The 1964 program was, of course, somewhat hurriedly planned and contrived, and the colleges had even less time to plan for it than did STP itself.

A common recommendation of the 1964 S. I.'s was that the 1965 S. I.'s receive orientation from them.

It is hardly surprising that response to the New Haven orientation session was not better; our experience is that some persons tend to be negative about any planned orientation programs. Indeed, this question produced the only substantial disagreement among the authors of this report, a minority of whom would dispense with any orientation of the S. I.'s <u>en masse</u>, on the ground that orientation should be, for the S. I.'s as for any other incoming instructors, the exclusive responsibility of the college.

The majority view is that STP should provide an orientation session of a day or two's duration before the S. I.'s journey to their assigned campuses, and should endeavor to get as nearly perfect attendance as possible. The program should emphasize:

1. The objective of STP:

   a. education (not civil rights)
   b. the strengthening of the institution to the end that <u>it</u> is stronger after you leave

2. The need to adjust to the situation you find*

3. The nature of the Negro college campus

4. The psychology of interacting with Negroes on the faculty, student, and community levels

5. The uniqueness of each campus and community.

Some of the "veteran" S. I.'s should be present, but these should be carefully selected from among those who made a success of the previous summer. The session could be held in any convenient location; in this regard, several of us

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*Dean Wasserstrom of Tuskegee put it well: "They manifested a kind of unwillingness to accept Tuskegee Institute and its programs as a 'given' within which to work . . . I think it extremely important that persons who participate in such a short term affair . . . do so with a conscious willingness to perform as best they can within the confines and foci of the program."

wondered if Atlanta, where nearly all air and train routes of the South criss-cross, might not even for the S. I.'s be the most convenient place.

If some of us were not wholly persuaded of the need for a general orientation, we unitedly believe that the receiving college must discharge its obligation to the S. I.'s, and that STP should require this. This should consist of two things:

1. Clear and precise notification in <u>advance</u> as to the S. I.'s assignment.

2. Several days, desirably as much as a week, on the campus before classes begin, with some responsible person assigned to help the S. I. settle in, learn the ropes of the library and the book store and the labs, and meet his associates and supervisor (if there is one).

Underlying whatever orientation the S. I.'s receive, one theme would be, we hope, repeatedly underscored. Our experience suggests to us that it has meaning and relevance to the use of graduate students as teachers in any schools. The theme is, "you are faculty."

The 1964 S. I.'s tended very strongly to identify with the students, although many of them at the same time noted - some wistfully, some detachedly, some disapprovingly - that

their faculty associates had little to do with them socially. The difficult, delicate thought which should be got over to the S. I.'s would go somewhat like this:

> "From the moment you put foot on your assigned campus, you are faculty. Once you establish and maintain that identification in your own mind, you will likely discover that others will sense it. As faculty, you have and should assert the same privilege all other faculty have; viz., to improve your campus, including its faculty-student relationships or its awareness of community responsibility. Explore, therefore, how far you can go, but always preserving your faculty identity. You may surprise yourself. More importantly, you may surprise and instruct your associates. But if you identify with the students, you may be almost certain that nothing you do will be an example to your faculty and administrative associates."

C. The Summer Sessions of 1964

1. In general terms, STP seemed to be a clear disappointment only at Lane and St. Augustine. At the latter, the failure was probably due entirely to the college's almost total lack of prior planning. At Lane, neither the administration nor some of the S. I.'s seemed geared to make a success in 1964 of the experiment. Lane desires, however, a continuance of the program, to support a planned pre-freshman course and to release faculty for summer study. St. Augustine has also indicated a desire to

participate again.

2. Again in general terms, STP seemed from all accounts to be an enthusiastic success at Le Moyne and Texas Southern. The other nine schools fell somewhere in between.

It is, we believe, highly noteworthy that at Le Moyne and TSU the S. I.'s taught in well established programs of a special nature: at Le Moyne, a Summer Humanities Seminar for selected high school juniors and seniors; at TSU, a Basic Skills Workshop for selected, top quality freshmen.* Both schools looked on STP as a happy resource to draw upon for their programs. The schools themselves took the responsibility for making the best use of the S. I.'s. And even though these programs were outside the regular curriculum, the schools treated the S. I.'s with professional respect and got professionalism from them. Significantly, when TSU assigned one of its S. I.'s to teach regular courses, it immediately and substantially increased his stipend.

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*S. I.'s at both colleges commented on the brightness of their students, which was the opposite, almost, of the situation facing S. I.'s elsewhere.

We think the Le Moyne and TSU approach, which was approximated at a couple other schools, is the feasible way of making STP succeed. For it must be realized that the success of STP depends at least as much on the receiving colleges as on STP itself. At Le Moyne and TSU the college knew what it wanted, made its own appraisal of the value STP could have to its programs, and integrated the S. I.'s into its on-going work.

Success is a product, of course, of mutual effort. There seemed to us to be no objective reasons why the Tuskegee program should not have gone well. Tuskegee furnished a strong argument for sound orientation, for once the S. I.'s learned who they were and why they were there things seemed to go satisfactorily.

Le Moyne and TSU are located in large cities. This factor probably affected every aspect of their attractiveness to the S. I.'s and contributed to the S. I.'s own good performance.

3. At Bishop, S. I.'s were integrated into a previously planned program directed and staffed by Emory University people; some rub resulted. Prior discussion

could probably have eliminated the causes.* STP should be prepared, we believe, to combine its resources with those of others in any of the several cooperative endeavors going on in the South, and with planning this should be feasible.

4. For the most part, the colleges accepted what STP sent. There was the barest minimum of prior exchange of credentials or recommendations. On the other hand, TSU interviewed its S. I.'s in the North beforehand, a practice which all recipient colleges might well adopt.

5. Summer session, is, everywhere, unlike the regular sessions of a college. This fact alone does not necessarily diminish the value of STP as presently conceived. It does need to be known prior to going to work, however, and remembered later. Summer school at a southern Negro college frequently collects into one classroom public school teachers, pupils who had previously failed the course, campus hangers-around, and perhaps one or two bright students trying to accelerate. This produces a

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*We do not here imply a fault to STP. The initiative should have come from the Emory people and did not.

demanding challenge to the skills of any teacher; all of us can testify, either from actual or analogous experience, that it is quite likely to be also a disturbingly unsatisfying experience for the teacher.

6. Only a handful of the 1964 S. I.'s engaged in civil rights activities, and none to the evident detriment of their teaching responsibilities. The following statements culled from questionnaires articulate well what seemed to be widely shared reactions:

a. Most of my relationships with Negroes were perhaps touched by a certain tension or extra consciousness of the other person's needs and hurts, but I doubt that this is a "problem." Would that all human relationships everywhere would know such "extra consciousness."!

b. It was exciting to discover that middle class Negroes really do have the same values as I do, and a relief to decide that I don't have to feel any more of a common bond with a Negro grocery boy than I do with a white elevator man.

c. On the whole, I was not unduly shocked by the lack of intellectual motivation which I found in the pre-freshman student body. In this regard, I was somewhat disturbed by the frustrations of several of my northern and southern white teaching colleagues attending big northern universities who were suffering from what I would call liberal illusions about the nature of man, and the nature of segregation and education in general. I benefited morale-wise from being a political conservative. I had suspected that students who

> had attended third-rate schools and came from families where intellectual values were not always held in high esteem would not be well motivated. Nor did I think that we would be able to remedy this situation overnight. I was, however, surprised by what I came to consider as the influence of the institution of segregation on the intellectual motivation and development of the students. In varying degrees and various ways, most of the students accepted segregation. As the Summer progressed, I came more and more to the conclusion that I could only deal with the problem of the intellectual motivation of each student by confronting him directly or intellectually with or helping him to confront segregation, as it affected him physically and mentally. (Written by one of the handful who, before the Summer was out, got into civil rights activity.)

7. With the inevitable few exceptions, the S. I.'s did a good job, and were accorded the approval of their students and their administrations. One S. I. stayed on at her college on full-time appointment for 1964-65 (Le Moyne) and one took a full-time appointment at a college (Bethune-Cookman) other than where he had taught. The following, taken from one of our field reports, expresses accurately what was generally found:

> Administrative personnel agreed that the S. I.'s were competent in their respective fields (sometimes with a slight edge over the regular teachers); that they brought a kind of interest and dynamism to their teaching which was often

> lacking among regular faculty members; that they exhibited an interest in students, both in and out of the classroom, that regular faculty members could emulate; and that they were creative in the utilization of existing resources.

8. At a minority of the schools, the S. I.'s were overworked; at one college in particular, the teaching load was a horror. The S. I.'s at TSU complained of too little work.

9. One S. I. thought that the chief value he and his colleagues had was simply "being there" as "outsiders," opening by their presence new vistas for the young Negro Southerner. In one form or another, this thought came out in the questionnaires of many of the S. I.'s. Typically, it came from those in the less satisfactory teaching situations, not from those able to take pride in a teaching accomplishment.

Some S. I.'s gave a number of extra-curricular services. At Rust, by way of conspicuous example, the S. I.'s started a campus newspaper (which involved, among other things, making a photographer's dark room), processed thousands of books donated for Freedom Schools and selected and catalogued 2,600 of them for the Rust library, staged

a party for 200 students, and one of them assumed the duties of college public relations director. The purpose of STP, however, is academic. For S. I.'s to help out in these ways is good and laudable. For STP to allow this sort of activity to occupy a prominent place in its "advertising" or fund raising or orientation of new S. I.'s would be a gross mistake.

10. One S. I., disillusioned over his classes, wrote that long after his class had forgotten his lectures, students would remember him "lecturing while lying on a desk." This seems an inconvenient way to lecture, but does it suggest any problems? It is tempting to say that S. I.'s should conform to local styles of dress and behavior, but we would not stress it. Repeating our earlier point that the S. I.'s should regard themselves always as faculty, we would add here that he who isn't conforming should know that he isn't. S. I.'s should, at least, find out what is customarily expected of faculty, and non-conformity should be deliberate. In contrast to the reclining lecturer, another S. I. wrote: future S. I.'s "should be chosen for their capacity to transcend their parochial

prejudices against neckties, conformity, and hard-bound books." We would not necessarily agree.

Considering all, we who visited the 12* campuses expected to find more non-conformity and resentment of the same than was apparent. We found, instead, the interactions of mature people. We would recommend that STP select on the basis of academic credentials and teaching potential, and that little stress in either the selection or orientation process be given to conforming habits or their lack.

11. Our observation was that the S. I.'s as a whole made an important academic contribution, though it affected only their students, and little if at all their faculty associates. The disadvantaged colleges of the South - both Negro and white - suffer from many ills, but the most cancerous is their intellectual isolation. The S. I.'s brought heavier and more demanding assignments, more exacting standards on which grades were based, made the students plunge into unabridged books instead of anthologies, used the labs for problem solving and not merely demonstrations. They jolted minds - of a small number

*Miles was not visited; only one S. I. taught there.

of young people.

12. In a very few situations, S. I.'s were over-supervised. In most cases, they were on their own, in some cases even to the point of seemingly having no one's interest.

13. Faculty resentment of the S. I.'s did exist at some colleges. Although other factors were present as well, the chief cause was suspicion that regular faculty were being deprived of jobs by the S. I.'s.

We think it is almost wholly the responsibility of the receiving college to meet these problems. The S. I.'s do, of course, need to comport themselves with tact and courtesy, but no more (and no less) is required of them than of any incoming young instructors. The college administration should interpret and clarify for the regular faculty the role and purpose of STP. We can think of no way that STP can in advance require this, but where problems of this kind are encountered again, STP might properly not return to that school

without first having a frank talk with the administration.*

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*We have omitted from this report any discussion of the interaction of S. I.'s and the local communities, although we gathered data on this matter and some of the S. I.'s reported on it interestingly; those receiving this report who would care to have information on this point may write Dunbar at the Southern Regional Council. We have omitted it because of a decision to focus exclusively on educational questions, to the neglect of interesting sociological matters.

IV. Evaluation and Recommendations

1. We found that STP in 1964 made a wholesome contribution to at least eleven campuses. We believe that participation in STP deepened the training and maturity of the S.I.'s.

2. We are strongly of the opinion, especially after our observation of the 1964 S.I.'s, that graduate students can not only benefit personally but can tremendously help higher education by doing more teaching. They can be good teachers, and they learn a great deal about their subject in the process. The STP idea is sound and we think should be extended.

3. We confine our remarks in this paragraph to the predominantly Negro colleges of the South, though we suspect they may apply generally. We doubt that graduate students as teachers can be of enduring value unless their service is a means for strengthening the regular faculty. Our chief lament about STP in 1964 is that we saw only the scantiest of evidence that the S.I.'s directly or indirectly benefited the regular faculty of the colleges.

4. Consequently, we believe that STP as presently conceived - i.e., as a Summer program - is of limited worth to the predominantly Negro colleges, though it may be of considerable value to the S.I.'s themselves. Such worth to the colleges as it can have is chiefly, we believe, in connection with special pre-freshman enrichment or remedial programs. Because we regard

such programs as highly important, we encourage the further support of them by the resources of STP.

Otherwise, we see value to the colleges from STP as Summer activity only in special and somewhat peripheral cases; e.g., in order to free a regular faculty member for a few weeks of advanced study or research; or to give an experimental honors course, thereby encouraging the college to get someone to do it regularly; or to bring to regular faculty fresh insight into new developments of scholarship.

5. We believe that STP could make a most valuable and valued contribution if arrangements could permit S.I.'s a longer period of contact with the Negro campus, thus enabling STP to have substantially more beneficial effect on the regular faculty. This means, of course, instructors for one or more terms of the regular school year. The direct benefits to the faculty could consist of freeing faculty members for advanced study or research, or assisting them with very large classes.

We believe that the foundations supporting STP should seriously consider providing additional funds to make possible (a) a longer period of instruction by the S.I.'s;* and (b) subsidy to regular faculty members for study while the S.I.'s

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*Of the 40 S.I.'s returning questionnaires, 27 said they would consider teaching for a year or longer at a predominantly Negro college, six said they couldn't or wouldn't and seven either did not answer or were undecided.

are meeting their classes. Although we have not done and cannot do an accurate cost estimate, our belief is that this would be, by comparison with other programs of similar aims, a distinctly cheaper and yet highly effective method of strengthening the Negro colleges of the South. For it would go to the root problem, which is the shortcomings of a faculty isolated from most of the stimulus and progress of scholarly associations.*

6. <u>We are recommending, therefore, that STP be structured along these lines:</u>

a. for the support of special Summer enrichment and remedial programs;

b. for the direct benefit of faculty by enabling them to be released during the regular school year for advanced study, or by assisting them with heavy teaching loads.

Were STP so structured, we suspect its usefulness could be broadened. It is noticeable that some of the leading Negro colleges did not participate in 1964. Some of these do not offer Summer school. Others might not have been persuaded of the propriety for them of accepting STP. In either case, structuring STP as we have recommended here and in paragraphs 4 and 5 would quite possibly expand its area of service.

7. So too, we believe, would official sponsorship by Yale or some other prestige school. We advance this thought with diffidence but nevertheless with conviction. STP was

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*Alternatively, foundations might take care that STP complements other programs which do provide for study or research grants to the regular faculty of Negro colleges.

conceived by students, and we are mindful of their claims. We also agree with Dr. Dominic Soda, who taught in STP at Bishop and is now on the faculty of Washington University, that STP's "simplicity of organization and directness of program were particularly appealing." These qualities should be preserved.

But help extended to any college should be dignified and non-patronizing. We noticed time and time again that administrators referred to STP as "the Yale program," and that is the way they wanted to think of it. We would hope that STP could continue to be run by students, but chartered by Yale or another front-rank school. If that were administratively possible, the present virtues of simplicity and directness could be kept, and a relationship of lasting dignity between STP and the southern college could be established.

8. We hope that STP can successfully recruit S.I.'s not only in the Ivy League but at other schools of the North and West as well. We advocate recruitment on southern campuses such as Virginia, North Carolina, Duke, and Texas. We urge that every reasonable effort be made to recruit more Negro S.I.'s; the 1964 record of only one was not good.

9. For our recommendation on selection criteria see III A above. To the remarks there, we would add that each prospective S.I. should be recommended by his own graduate advisor to STP, and that a copy of the recommendation should be transmitted to the proposed receiving college along with the S.I.'s other

credentials.* We think it important that the colleges have time to pass on the qualifications of proposed S.I.'s and their suitability for the college's curricular needs. This means that STP should plan its operations to permit this period of time, and might also adopt the practice of simultaneously submitting the name of the S.I. to more than one school.

10. During Summer or other times when a significant number of S.I.'s are at work, STP might consider employing a visiting supervisor, someone of scholarly distinction and familiar with Negro campuses. This person could counsel S.I.'s, help them interact with administration and faculty, and perhaps give college or classroom lectures.

11. For our recommendation on orientation see III B above.

12. Because a number of the S.I.'s of 1964 proposed that STP plan and organize its own remedial program and offer that to southern colleges, we comment on this point. We would not approve, falling back again on our premise that STP should serve the institutional development of the receiving colleges. It will not do so by weakening their responsibility to plan and carry forward their own programs.

13. Although this report has stayed within the framework of "Negro colleges," our final recommendation is that STP

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*In 1964, S.I.'s were interviewed by a Yale faculty member, and each submitted two or three letters of recommendation to STP.

thoughtfully consider offering its resources to all disadvantaged colleges of the South. Many of the "white colleges" have academic problems and inadequacies much like those of the predominantly Negro schools. If STP can see its way clear to do this, it should, of course, restrict its offer of services to non-segregated schools willing to accept S.I's without regard to race.

14. We conclude by proposing - to STP, to the supporting foundations, to Yale, and to the receiving colleges - that STP not be seen as in any sense or degree a missionary venture, but in the context of a large conception of the obligation which the national community of scholars has for education, wherever it is offered.

Tilman C. Cothran
Leslie W. Dunbar
G. Franklin Edwards
Lewis M. Killian
T. E. McKinney, Jr.
J. Kenneth Morland
Lionel H. Newsom

APPENDIX

Teaching Assignments, 1964

COLLEGE	STUDENT INSTRUCTOR	COURSES	TAUGHT OR ASSISTED	QUESTIONNAIRE RECEIVED?	VISITED BY
Arkansas AM&N	Ann M. Goodrich (Wesleyan)	Elm. French, 17th & 18th Cent. Fr. Lit., freshman orientation	T,T,A	Yes	Cothran
	Christopher P. Hadley (Yale Law)	Logic, Introd. Calculus, Calculus II	T,T,T	Yes	
	Charles L. Marlow (Yale)	Eng. Lit, Amer. Lit.	T,T	Yes	
	George P. O'Leary (Yale)	Physics	T	No	
Bethune-Cookman	Fontaine Belford (Yale Divinity)	Summer Skills Program for high school seniors, French, Contemporary Lit.	T,T,T	Yes	Killian
	Barbara M. Hurwitz (Bryn Mawr)	Introd. Physics, Teaching Elem. Sci., Summer Skills	T,A,T	Yes	
	Susan Oakman (Wesleyan)	College Math, Trig, Coll. Alg., Summer Skills	T,T,T,T	Letter	
	Peter J. O'Connell (Yale)	Contemp Lit., Summer Skills	T,T	Yes	
Bishop	Robert J. Anderson (Yale)	Freshman Remedial-English	T	Yes	McKinney
	George Herr (Yale Medical)	ditto - math	T	Yes	
	Morris B. Kaplan (Yale)	ditto - English	T	Yes	
	Dominic Soda (Yale)	Modern Alg., Fresh. Remed. - math	T, T	Yes	

COLLEGE	STUDENT INSTRUCTOR	COURSES	TAUGHT OR ASSISTED	QUESTIONNAIRE RECEIVED	VISTED BY
Central State	Alexander M. McBean (Yale)	Introd. Biol., Experimental Embryology	A,A	Yes	Newsom
	Lillian S. Robinson (N.Y.U.)	Amer. Lit., Eng. Composition	T,T	No	
	Jeffrey B. Sidney (Yale)	Remedial Math, Principles of Math	T,T	Yes	
Lane	Leslie Donald Epstein (Yale Drama)	Gen. Anthropology, Soc. Anthro., Psych.	T,T,T	Yes	Newsom
	Frank T. Gardner (Yale)	Biol. Survey, Conservation, Anat. & Physiology, Genetics	T,T,T,T	Yes	
	Joan Gardner (Yale)	Art Hist. & Apprec., Art in Everyday Life, Art Structures, Creative Drawing	T,T,T,T	Yes	
	Susan Gumpert (Columbia)	Amer. Nat'l Gov't, Amer. Hist.	T,T	Yes	
LeMoyne	Phillip A. Bertocci (Yale)	Summer Humanities Seminar for high school juniors and seniors - history	T	Yes	Newsom
	Marilu Sanchez (Yale)	ditto -speech	T	Yes	
	David J. Winter (Yale)	ditto - math	T	Yes	
	Judith Winter (Yale)	ditto - philosophy	T	Yes	

COLLEGE	STUDENT INSTRUCTOR	COURSES	TAUGHT OR ASSISTED	QUESTIONNAIRE RECEIVED?	VISITED BY
Miles	Michel Forget (Yale Divinity)	Elem, Intermed, and Advanced French	T,T,T	Yes	Not Visited
Philander Smith	William W. Everett (Yale Divinity)	U. S. History, U. S. Govt.	T,T	Yes	Cothran
	Susan Hawk (Yale)	Eng. Lit.	T	No	
	Robert P. Myers (Columbia Medical)	Biology	T	Letter	
	Emily W. Stong (Columbia)	Modern Math, Alg., Trig, Analytic Geom.	T,T,T,T	Yes	
	Richard Winslow (Columbia Medical)	Inorganic Chem.	T	Yes	
Rust	Franklin E. Bragg, II (Columbia Medical)	Intro. Biol.	T	Yes	Morland
	James M. Dodson (Yale)	Amer. Govt, St. and Local Govt	T,T	No	
	Loren Ghiglione (Yale Law)	Freshman Eng	T	Yes	
	Bruce C. Johnston (Columbia Medical)	World Lit.	T	Yes	
	James H. Matlack (Yale)	Amer. Lit., Amer. Hist.	T,T	Yes	
	James G. Ricks (Yale)	Western Civilization	T	No	

COLLEGE	STUDENT INSTRUCTOR	COURSES	TAUGHT OR ASSISTED	QUESTIONNAIRE RECEIVED	VISITED BY
St. Augustine	James A. Todd (Yale Divinity)	Alg-Trig, Social Statistics	T,T	Yes	Morland
	William M. Tucker (Yale)	College Grammar, Eng. Composition	T,T	Yes	
Texas Southern	John Peter Basinger (Wesleyan)	Basic Skills Workshop for entering freshman-math	T	Yes	McKinney
	Tom L. Beauchamp (Yale Divinity)	ditto-philosophy	T	Yes	
	Harriett M. Bograd (Yale Law)	ditto-critical thinking	T	Yes	
	Sanford Budick (Yale)	World Lit, Modern Eng. Novel	T,T	Yes	
	N. S. Freud (Yale Law)	Basic Skills etc. - English	T	Yes	
	Orm Overland (Yale)	ditto - English	T	Yes	
	Vincent J. Rinella (Yale Law)	ditto - English	T	Yes	
	Michael Rosen (Michigan)	ditto-critical thinking	T	No	
	Robert Walker (Yale Law)	ditto - math	T	No	

COLLEGE	STUDENT INSTRUCTOR	COURSES	TAUGHT OR ASSISTED	QUESTIONNAIRE RECEIVED	RECEIVED BY
Tuskegee	Robert E. Filner (Yale)	Pre-freshman program - math	A	No	Morland
	Hans H. Hock (Yale)	German	T	No	
	Liza Molodovsky (Columbia)	Pre-freshman-reading	A	Yes	
	James T. B. Tripp (Yale Law)	ditto - math	A	Yes	
	Henrietta Yancy (Yale)	ditto - reading	A	No	
Winston-Salem	Deborah A. Gwatkin (Wesleyan)	Basic Math, Trig	T,T	Yes	Cothran
	Jonah S. Raskin (Columbia)	Amer. Lit, Eng Lit, Freshman Composition	T,T,T	No	

Read 2/1/65

Replies

EMORY UNIVERSITY
ATLANTA 22, GEORGIA

COLLEGE OF ARTS AND SCIENCES

file

30 January 1965

Dr. Leslie W. Dunbar
Executive Director
Southern Regional Council, Inc.
5 Forsyth St., N.W.
Atlanta, Georgia 30303

Dear Leslie:

Thank you for sending me a copy of your report on the "Southern Teaching Program 1964."

Many of your comments about this program are equally applicable to the Wilson Teaching Internship Program. I particularly endorse your emphasis that the STP (and I would add the WTIP) be seen as educational ventures and not as missionary ventures.

I do not know how widely you want to distribute the report, but I am enclosing a list of persons who would be very much interested in it and to whom I would suggest that copies be sent if this would not be inconsistent with your policy.

I look forward to seeing you Friday.

Sincerely yours,

Charley

Charles D. Hounshell
Associate Dean

CDH:ch
Encl.

Charles D. Hounshell suggests that copies of "Southern Teaching Program 1964" be sent to the following persons:

Dr. Hans Rosenhaupt, National Director
Woodrow Wilson National Fellowship Foundation
Box 642
Princeton, New Jersey

Mr. John Watkins, Coordinator
Wilson Teaching Internship Program
Box 642
Princeton, New Jersey

Dr. J. Curtis Dixon, Director Emeritus
Southern Education Foundation
811 Cypress St., N.W.
Atlanta, Georgia 30308

Mr. Robert L. Cousins, Acting Director
Southern Education Foundation
811 Cypress St., N.W.
Atlanta, Georgia 30308

Dr. Merrimon Cuninggim, Director
The Danforth Foundation
607 North Grand Boulevard
St. Louis, Missouri 63103

Dean William Hugh McEniry
Stetson University
DeLand, Florida

(Chairman of Southern Association of Colleges Committee on Negro Higher Education)

Dr. Donald Agnew
Southern Association of Colleges & Schools
Suite 592
795 Peachtree Street, N.E.
Atlanta, Georgia 30308

Names checked were sent an STP report 2/9/65
& Jim Laird Freeman

Rec'd 2/4/65

Replies

SOUTHERN TEACHING PROGRAM, INC.
P.O. BOX 401-A
YALE STATION
NEW HAVEN, CONNECTICUT

file

February 2, 1965

Mr. Leslie W. Dunbar
Executive Director
Southern Regional Council, Inc.
5 Forsyth Street, N. W.
Atlanta 3, Georgia

Dear Leslie Dunbar:

We were very glad to receive the three boxes of reports this morning and have begun to send them to colleges which will participate this summer and to other interested people. We are also glad that you have already sent copies to last summer's participants, colleges, and to the people on the list we sent. Thank you very much.

You may be interested to know that Charles Jones left the Whitney foundation and joined the New York Foundation this fall. I had a pleasant visit with him there.

I will be traveling in Alabama and Florida in about a month and hope to see you on this trip.

Thank you again.

Memo sent to BC, NM + JS

Sincerely,

Fred

Fred Schulze
Executive Director

FS:ms

Rec'd 2/8/65

Replies

BISHOP COLLEGE
3837 SIMPSON-STUART ROAD
DALLAS, TEXAS

February 3, 1965

OFFICE OF THE PRESIDENT

file

Dr. Leslie W. Dunbar
Executive Director
Southern Regional Council, Inc.
5 Forsyth Street, N. W.
Atlanta 3, Georgia

Dear Doctor Dunbar:

Thank you for your letter of January 29, 1965 and the copy of the evaluation report which has been prepared by your office with assistance from the social scientists.

We shall try to profit from the suggestions and criticisms, all of which appear to have merit.

We do hope the program will be continued and expanded.

Cordially yours,

M. K. Curry, Jr.
President

MKC/bjs

UNITED NEGRO COLLEGE FUND

Rec'd 2/5/65

PLEASE CLEAN

Central State College
CHARLES H. WESLEY, PRESIDENT
WILBERFORCE, OHIO - 45384

OFFICE OF THE PRESIDENT

February 3, 1965

File

Dr. Leslie W. Dunbar
Executive Director
SOUTHERN REGIONAL COUNCIL, INC.
5 Forsyth Street, N. W.
Atlanta 3, Georgia

Dear Dr. Dunbar:

I am acknowledging herewith your letter and the excellent report of the Southern Teaching Program for 1964. This is a very significant document. It seems to cover the program very well and presents the values from the program in effective ways. We are pleased to have had the opportunity of cooperating in this project.

With all good wishes to you in your work, I am

Sincerely yours,

Charles H. Wesley

CHW:mdh

Recd 2/8/65

File

Replies

Saint Augustine's College
Raleigh, North Carolina

OFFICE OF THE PRESIDENT

February 4, 1965

Mr. Leslie W. Dunbar
Executive Director
Southern Regional Council, Incorporated
5 Forsyth Street, N.W.
Atlanta 3, Georgia

Dear Mr. Dunbar:

Thank you very much for a copy of the evaluation report prepared in re the Southern Teaching Program last summer. After Dean Robinson and I have had an opportunity to study it more carefully, I shall write to you again.

Best wishes.

Very truly yours,

James A. Boyer

James A. Boyer
President

JAB:mmg

cc: Dr. P. R. Robinson, Executive Dean

MEMBER
UNITED NEGRO COLLEGE FUND

STP
papers

February 8, 1965

Mr. David F. Freeman
Rockefeller Brothers Fund
30 Rockefeller Plaza
New York 20, New York

Dear Dave:

I am enclosing two additional copies of the STP report and am sending one to Robert Cousins. I am sure the STP would be delighted to have assistance from the Southern Education Foundation.

I am not optimistic that any of the workers with me on the report would be available as visiting supervisor. Tilman Cothran most likely would have been, except that he has gone on partial leave from Atlanta University in order to be an associate director of our local poverty program. The other member of that group who could do the job in first rate fashion, Franklin Edwards, gives the impression of having an overload of commitments. It would not hurt, however, to approach him even though he would probably decline. Personally, I would regard him as the most valued advisor for suggesting who could do the job.

I expect I may be in New York next month on my annual junket. If so, I hope you will have a few minutes.

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD:slw
Enclosures - 2.

Rockefeller Brothers Fund
30 Rockefeller Plaza
New York 20, New York

February 1, 1965

Dear Les:

Thanks very much for the excellent evaluation of the Southern Teaching Program. If you have not already done so, would you be good enough to send a copy to Bob Cousins at the Southern Education Foundation--it seems to me that we could well consider some assistance from SEF, perhaps through providing released time for the suggested visiting supervisor--would one of the members of the groups of consultants for the evaluation be interested or available?

Sincerely yours,

Dave

David F. Freeman

Dr. Leslie W. Dunbar
Executive Director
Southern Regional Council, Inc.
5 Forsyth Street, N.W.
Atlanta 3, Georgia

cc: Mr. Robert Cousins

P.S. Please send us another copy of the evaluation--I've sent mine along to an anonymous trustee who wanted suggestions about help to Negro institutions.

Rec'd 2/11/65
Reply from STP report

NEW YORK UNIVERSITY
WASHINGTON SQUARE
NEW YORK, N.Y. 10003

ASSISTANT EXECUTIVE VICE PRESIDENT

File

February 8, 1965

Mr. Leslie W. Dunbar
Executive Director
Southern Regional Council, Inc.
5 Forsyth Street, N. W.
Atlanta 3, Georgia

Dear Leslie:

I have read with interest your report on the Yale program. I am delighted that it turned out as well as it did. Your report was a good one.

I see your name in the Times occasionally and hope that when you are in New York you will give me a ring.

With all good wishes.

Sincerely,

Fred

Frederick H. Jackson

STP replies

February 8, 1965

Mrs. Deborah M. Cole
Executive Secretary
The Aaron E. Norman Fund
575 Madison Avenue
New York 22, New York

Dear Mrs. Cole:

I hope you may have more than "a few minutes" when you are here. Please let me know when that will be.

I think you will be interested to know that through our small contingency fund we are granting $1,000 to SSOC. These people have made about every mistake in the book, but I think they have learned from every one and I still believe in them. I want to see for a few more months whether they can find themselves.

We have already sent McCagg an STP report. I have known him for sometime.

I hope the enclosed be of some interest to you.

All best wishes,

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD:slw
Enclosure - 1.

Read 2/8/65

THE AARON E. NORMAN FUND, INC.
575 MADISON AVENUE
NEW YORK 22, N.Y.

February 5, 1965

Mr. Leslie W. Dunbar
Executive Director
Southern Regional Council
5 Forsyth Street, N.W.
Atlanta 3, Georgia

Dear Mr. Dunbar:

Thank you for your report on the Southern Teaching Program. I read it carefully and found myself nodding in agreement with most of what you said. It will be very helpful to me and the Board in evaluating STP's request for assistance for its 1965 program.

One person who I think would like to see the report is Louis McCagg. If you do not know Mr. McCagg, he is Secretary of the Graduate School of Public and International Affairs of the University of Pittsburgh. He has been very much interested in finding ways in which his school and others can help strengthen the Negro colleges. Mr. McCagg's address is:

Mr. Louis B. McCagg, Jr.
Secretary
Graduate School of Public and
International Affairs
University of Pittsburgh
Pittsburgh, Pa. 15213

I will be in Atlanta either the first or second week of March and hope I will be able to see you for at least a few minutes on either the 4th or the 11th. When my plans are more definite I shall try to arrange an appointment with you.

Sincerely yours,

Deborah Cole

(Mrs.) Deborah M. Cole
Executive Secretary

DMC:ac

Rec'd 2/17/65

Bethune-Cookman College

DAYTONA BEACH, FLORIDA 32015

MARY McLEOD BETHUNE
FOUNDER PRESIDENT-EMERITUS

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OF THE TRUSTEE BOARD

LEROY E. NORTHRUP
SECRETARY-TREASURER

OFFICE OF THE PRESIDENT

file

Reply S-P

February 15, 1965

Dr. Leslie W. Dunbar
Executive Director
Southern Regional Council, Inc.
5 Forsyth Street, N. W.
Atlanta 3, Georgia

Dear Dr. Dunbar:

The entire College Family joins me in expressing our sincere gratitude for your letter of January 29, 1965, and the evaluation report of the Southern Teaching Program.

I read it very carefully and I am sharing it with the dean and the members of the Academic Policies' Committee of the College. In due course, I am sure you will receive comments from them.

Under separate cover, we are forwarding to you our latest bulletin and other material for your files. In the event you are in this section, please visit with us and observe us in our work.

I am sure you realize that Bethune-Cookman College will be most happy to participate in the Southern Regional Council, Inc. Teaching Program during the 1965 summer session.

With kindest personal regards,

Cordially yours,

Richard V. Moore

Richard V. Moore
President

RVM/c
Enclosure

MEMBER UNITED NEGRO COLLEGE FUND FOUNDED 1944

Rec'd 2/22/65

THE NEW WORLD FOUNDATION NWF

475 RIVERSIDE DRIVE, NEW YORK, NEW YORK 10027

VERNON A. EAGLE
Executive Director

February 18, 1965

Mr. Leslie W. Dunbar
Executive Director
Southern Regional Council, Inc.
5 Forsyth Street, N.W.
Atlanta 3, Georgia

Dear Leslie:

Vernon gave me the report on the Southern Teaching Program, which we had seen in draft form. It's a good story very well told, and I am sure that the experiences of S.T.P. are going to continue even more successfully this year.

I spent a long day with Schulze and the other people in the program late last fall, and was much impressed by their accounts of their experiences and by the young people themselves. They represent some of the best potential that we have for new generations of real teachers.

Sincerely,

Frank

Frank G. Jennings
Education Consultant

Replies of STP

BOND

February 24, 1965

Mr. Leslie Epstein
Yale Drama School
New Haven, Connecticut

Dear Mr. Epstein:

Any number of people, including myself, agree with you that there are deplorable and even hopeless schools in the South, and that integration is an imperative. Our report on STP was not the place to deal with these issues, though I believe a view not greatly dissimilar from yours is implied at several places. There are, on the other hand, certain Negro colleges in the South which are, I believe, worth a lot of effort to strengthen and save -- not as "Negro colleges" but as colleges serving their locales.

You believe that the value of STP is the benefits it may give "particular students at a particular time" and our whole report was built on a differing premise. I suppose this may account for our interpretation of STP at Lane. Our premise may be mistaken, but if so it is not from mindlessness of the particular students. They are, after all, a major part of what matters. We think their interests are most likely to be furthered by institutional improvement.

If you found that we glossed over problems I am especially sorry, because we tried hard not to do so.

The remainder of your letter consists of several statements which say that you disagree strongly with points we made plainly, and there seems little value to arguing them.

I do think, however, that if all you care about "as a teacher, are the students entrusted to me" you will have trouble satisfying other people's, and in time your own, criterion of success. But that is your business.

I was very interested to get your letter. I can only hope that we were not unfair to you and your colleagues. If you are ever in these parts, I would welcome a visit from you. And I shall, of course, forward your letter to Dr. Newsom.

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD:slw

cc: Dr. Lionel Newsom

Rec'd 2/5/65

Yale Drama School
New Haven, Conn.

February 2, 1965

Mr. Leslie Dunbar
Southern Regional Council
Atlanta, Georgia

Dear Mister Dunbar:

I was disappointed with your Council's report on the Southern Teaching Program. It never, faced, I felt, the deeper issue of whether or not the STP's work, in the long run, would be doing Ross Barnett's job for him. Of course, the immediate situation is desperate: thousands of students are just not getting any kind of education, and what any of us can do to meet that immediate problem is important. But in the long run I am afraid that these efforts are misguided: Schools like Lane ought not to persist in their present condition. It is a real dilemma--I only wished your report had dealt with it. The only answer, clearly, is integration. If the Negro colleges do not adjust to the changes taking place around them, they will find themselves vacant in less than fifteen years. I mentioned all of this in my earlier letter, and certainly you and the Council must be aware of what is happening. I only look forward to the day when a student in Tennessee, having received a decent and integrated secondary school education, will be able to ignore a poor institution of any [redacted] (particularly a poor teacher-training college whose purpose is to train educators for institutions which no longer exist). I saw no evidence that Lane--or the majority of other schools at which STP instructors taught--are willing to even consider the kinds of sweeping revisions that are necessary.

But this is not why I am writing. I was particularly distressed--on my own behalf and for my three colleagues-- to see that the report maintained that we were not "geared" to make the STP program a success. Good Heavens, what were we geared for? Failure? Throwing aside modesty and perhaps discretion, let me say you had four particularly talented people at Lane, a trained Biologist of recognized distinction, a Rhodes Scholar and holder of a summa cum laude degree from Yale, a professional artist of unusual creativity, and a young woman who arrived at Lane with great enthusiasm, ability, [redacted] energy and the highest of spirits. The issue, bluntly, is what criterion you use for success. From the point of view of the administration, naturally we four did not work out. From the point of view of the students, I believe that we did. The tragedy is that, at Lane and too many other schools everywhere, these two points of view are necessarily in conflict. Within a few days after our arrival it became obvious that to do our duty to the students and to our disciplines we would have to risk the silent displeasure of some (not all) of the entrenched faculty and administration. And since all four of us feel that the real value of the STP is the circumscribed and immediate knowledge and inspiration we might give to particular students at a particular time, we did not hesitate to impart what we could. Were we a success? I suggest you ask some of our students. Because of us, these students had their first objective contact with the worlds of Evolution, Psycho-analysis, artistic creativity,

and the free, searching use of historical materials. More than that, I have a feeling that for the first time they had the disturbing experience of feeling free in the face of knowledge, free to ask the most embarrassing questions of their faculty, of themselves, of their texts, and one would hope finally, of their school and of their world. I know I am claiming too much. After all, I am that reclining instructor who believed that I would be remembered longer for my posture than for my pedagogy. That may be, though I know that each of us was thanked individually by our students at the same time that we were being shown the door by the administration.

I was particularly suprised to read the comments of your report since I knew that Mr. Newsom would have a hand in writing it. How could he concur in your assessment after he had talked with us, agreed with us, and seemed impressed enough with us to offer us positions at Barber-Scotia? I would be pleased if you would pass on my question to him: I simply do not understand what the answer could be.

The problems and the solutions of Negro education in the South are deep and painful. It will not help to gloss them over as your report has done. The suggestion that the STP instructors were sometimes a shade superior to the regular faculty, that the STP instructors should be limited to the teaching of their most intense disciplines, that the same standards should be applied to them as to instructors holding similar positions in the North--are ludicrous, at least at the poorer schools like Lane, Rust, Philander Smith, etc. Your Council knows as well as I do that the majority of the teachers at these schools (especially the older generations) are incompetent at their jobs and ruinous to the futures of the students they are entrusted with. I am so sorry to say that this applies to a good part of the administrative personnel as well. At Lane the Chairman of the Division of Humanities believes that Sinbad the Sailor is a proper subject for a literary biography, the professor of Sociology has not mastered the English language--oh, and on and on. You know these examples well, how tragic they are, how they simply cannot be allowed to continue if these colleges are to continue. Why cover them up? Feelings are the least of the things that are going to have to be ruffled. All I care about, as a teacher, are the students entrusted to me. I would fight for them, just as my heart--the hearts of all four of us--were broken for them after the experience of last summer.

Believe me I do not write in a spirit of bitterness and antagonism. Four good people gave a lot last summer; they deserve better than to have their motives and their spirit clouded. More important, many more good people are going South next summer and the summer after. You could do much to help them, their students, and the venture in which all of us are engaged. Please do.

Sincerely yours,

Leslie Epstein

Leslie Epstein

REPORTS FROM CONSULTANTS: KENNETH MORLAND

Tuskegee Institute

Although only two miles from the town of Tuskegee, Tuskegee Institute is isolated from the white community there. Negroes, both at the Institute and in the town, are boycotting white merchants. As is true of others who live at the Institute, the SIs have almost no contact with the white community.

The contact of the Sis with the Negro community has been limited to an occasional visit to homes and churches of faculty and students and to an occasional swim at the local "Negro" pool.

Rust College

In general, the whites of Holly Springs have not been friendly to the Sis, and some have expressed open hostility. The SIx have tried to make clear to townspeople that they are distinct from the COFO workers, and that their job consisted solely of teaching at Rust. But the local newspaper refused to carry an article describing their work, and few in the town have made the effort to distinguish them from COFO workers. In a church conference attended by SIs and held near Holly Springs local whites suggested that the SIs should have let the ministers of the town know they were coming and that it would have been more acceptable if the SIs did not actually live on the Rust campus but had taken housing in the town instead. On three occasions at local restaurants the SIs have been subjected to abusive language, and one of their cars has been damaged twice. Once the tires were slashed and once the car aerial was broken. A policeman to whom the slashing of tires was reported stated that the SIs were lucky that only that much damage had been done. The SIs have sought to avoid places where they were obviously not welcomed.

St. Augustine's College

The two SIs go off campus occasionally with students, but always to predominantly Negro places. Tucker has played tennis with students on city courts in Negro neighborhoods, and he said he received a number of stares. Todd has been assisting with a Presbyterian church near the North Carolina state campus, but this has not involved anyone from St. Augustine's, although he has urged his students to attend Sunday meetings. The SIs agree that Raleigh has taken little notice of them.

T. E. McKINNEY, JR.

Texas Southern University

There habe been no hitches, emergencies, or serious difficulties in the program. No one has been arrested or fired, All and all it has seemed wise to avoid national publicity until completion of the summer program. It did receive some publicity, however, in the Houston Chronicle.

An article entitled, "White Group Helping 25 Prepare for TSU" merits consideration as part of the record. It offers a possible example of how publicity may create misunderstandings among people who are not well informed concerning this type of program.

Bishop College

Otherwise, there have been no major hitches or emergencies in the program. No one has been arrested or fired. It has seemed wise to delay national publicity for this program until its completion for the summer. Although an article appeared in the Dallas papers concerning the Bishop College Precollege Program when Professor Cuttinoe visited the campus, no particular reference was made to the Southern Teaching Program. Certainly the major responsibility for the remedial program in English and Mathematics for beginning freshmen was assigned to Professor Cuttinoe and other people from Emory who had been chosen before the Southern Teaching Program began.

LEWIS KILLIAN

Bethune-Cookman College

Bethune-Cookman is a small, private college. Much of its support comes from the Methodist Church. During the regular session it has only about 800 students; only about 200 attend the summer session. Most of the students are from Florida. A few African students are included in the student body. The small faculty (about 40 members) has been integrated for several years, so white faculty members are no novelty to the students.

Daytona Beach has been free from acute racial tensions for the past ten years at least, although it has had numerous small-scale protest activities. The public schools, including the community Junior College, were desegregated two years ago as the result of a court suit. Lunch counters were desegregated three years ago after a brief period of picketing. When the Civil Rights Bill of 1964 was signed into law there was widespread compliance, although there has been no systematic program of testing. Use of the beach by Negroes remains an area of ambiguity. Most of the time no Negroes may be seen on the beach except at a segregated portion south of the tourist area, yet small groups of Negroes sometimes use the beach without incidents or police interference.

Bethune-Cookman is located on Second Avenue, which runs through the heart of the Negro section of Daytona Beach. The campus is contiguous to a Negro business district. As far as white residents of the city who do not have business there, the campus if "off the beaten track." There is a certain amount of civic pride in the institution and the president is regarded by white leaders as a good, sensible Negro. (Based on previous research in this community.) Because of the composition of the faculty, the presence of white people on the campus causes no unusual reaction in the white community.

The social activities of the Student Instructors took place almost entirely with each other and with their students. They spent a few evenings with other faculty members who lived on campus. They were never

invited into the homes of other faculty members, and they met no one in the off-campus Negro community. The indifference of most of the faculty to them was a surprise and a disappointment.

They had virtually no contact with white people not connected with the college. Two attended white churches but made no acquaintances there. The fact that Daytona is a tourist town, accustomed to visitors, probably accounts for the absence of any overtures of friendliness. One of the Student Instructors did have an introduction to a local family. She visited them several times. She reported that they voiced no criticism of what she and her colleagues were doing but thought it peculiar. They teased her with jokes about what it must be like to live on a Negro campus.

TILMAN COTHRAN

Philander Smith College

The Southern Teaching Program was announced publicly through the local newspapers. There was no public reaction to the announcement. Indeed, many white leaders have a way of ignoring news about the Negro community.

The President of the College felt that there were no major reactions to the Program in the white community. Minor incidents, potentially explosive, were cited. For example, the SIs learned about a near-by church supported camp with integrated swimming facilities. They prepared to go and to carry a Negro male student. The President thought that it was unwise for the student to go. He prevented this action by talking with the SIs on the nature of faculty-student relationships at Philander Smith rather than by emphasizing the threat of possible racial difficulties. The Sis responded to the President's advice.

Both the President and the SIs reported incidents of the police following or stopping SIs when they were with Negro students. A small group of SIs and students returning from a theatre were stopped by the police, who after learning their identity, suggested that, for safety reasons, they should always travel in large groups. White persons, driving through the campus, occasionally stopped to stare at SIs walking with Negro students, both male and female. A white salesman used an alleged telephone call for a plumber as an excuse for questioning one of the female SIs on why she was living with Negroes.

The female SIs attracted attention from the white and Negro communities by their informal dress, especially the wearing of shorts. Agains, a diplomatic statement from the President was heeded.

On the whole, the white community was not very aware of the Program and expressed little concern over it. However, on occasions, SIs shopping in downtown stores were questioned about their presence in Little Rock. The reaction of white clerks was either one of friendly interest or of sullen hostility. Nevertheless, no organized community opposition emerged.

The reaction of the Negro community, according to the SIs, staff, and President, was one of friendly curiosity. Negroes wanted to know the nature of the Program and usually expressed a desire for its success.

The Sis had very limited contact with the white community. One participant defined members of the white community as either liberals or segregationists. Liberal whites were happy to see the Program; they were usually church-going people. Stares from the white community were observed when a white and Negro couple walked on the campus. The same incidents reported by the President and other personnel were reported by participants.

Agricultural, Mechanical & Normal College

This college may be somewhat unique among the colleges participating in the Southern Teaching Program. While the administration, under normal circumstances, gladly would have accepted such a program, it was deeply concerned about the Program's objectives and the repercussions of the Program on the college. The President was not certain whether the Program was designed to stimulate and to improve teaching in predominately Negro colleges or whether civil rights activities were additional objectives. Since this is an election year in Arkansas and the college has had difficulty over students' participating in civil rights demonstrations, the President definitely would not have accepted any program with the slightest civil rights orientation.

All Sis said that the reaction of the Negro community was friendly. However, their contact with non-college people was limited severely. Also, there was little contact with the white community. Occasionally, white persons would ask questions of SIs shopping in downtown stores. Some white natives wished them success in their adventure and others made no further comments.

The problem of participating in civil rights activities on the part of one SI was resolved by concentrating on teaching in lieu of demonstrations. The young man was physically thrown out of a bus stop cafe. He attempted to lodge a complaint under the Civil Rights Act. After discussing the possible effects of such action on the Program and on the college with the President, no complaint was made.

Winston-Salem Teachers College

The Sis, members of the administration, and faculty reported no outstanding instances of negative reaction from the white community. Indeed, the Sis had little or no contact with the white community. Their contact was limited to attending programs periodically at the Governor's School and making purchases in the downtown area. After the article* appeared on August 5 expressing the SIs reactions to their experience, the young man received one letter expressing resentment to the Program.

* Winston-Salem Journal, interview with the SIs.

Apart from this incident, stares and occasional remarks, when in public, constituted the extent of white reaction. The Negro community presented no problems.

The Sis were aware of the fact that Winston-Salem Teachers College is isolated from the total community and that there is very little communication between the college and the community at large.

...I was surprised by the fact that the Institute community was like a nice middle-class small college town. Everyone had nice homes, nice clothes, at least one car. Everyone was interested in getting an education. And instead of being militant, everyone was relatively complacent. Sure, everyone was bitter about segregation and George Wallace, and everyone talked about white oppression--or rather assumed it, because they certainly did not scream about it. But they just were not fiercely bitter and alienated like Harlem Negroes seem to be. They wanted the right to vote (which in Tuskegee they have), the right to get their own candidates elected, the right to send their kids to any white school they feel like, the right to get as many streets paved and as many streetlights put up as the white parts of town get. But they are also happy to stay right there in their Negro community and not really change their life much. I have the feeling that the quickest way they are going to get whites for friends and the quickest way they are going to accept the higher standards of education of northern white schools is by sending their children away to northern colleges, which they are starting to do in impressive number, and by inviting northerners, white or black, to teach at Tuskegee, for a summer or for a year or more. So it is very important that the Southern Teaching Program continue, not to inject political radicalism into the Tuskegee community, but just to give whites and Negroes the opportunity of getting to know each other. There is no obstacle to friendship with the students. They are lively and curious and eager for new experiences, and above all very friendly. Only the older generation, some of the Tuskegee faculty and some of the community parents, are resentful of any change, especially a change made by a white.

...There were no problems with the administration or with the community. We would get reports of resentment of us as uppity, but that is to be expected, given northern brusqueness. ...There was also gossiping and gawking at interracial dating within the teaching assistant group, but this too was to be expected and forgiven, since most students could never have seen such a thing before.

--Molodovsky--Tuskegee Institute

...Even direct political activity, such as our attempted integration of the downtown white pool, was something which one just did and that was that.

...In regard to the local Negro community, I experienced no major frustrations. We swam at the community pool which the city built for the Negro population. We talked to numerous persons there of all ages and never encountered any difficulty. I was invited into the homes of at least four of the students in the program who live in Tuskegee. Because Tuskegee Institute is a rather isolated

community dominated by the Institute itself, I had little contact with the white community. The little contact which I had was far from pleasant. We were obviously viewed as outside agitators by all except the handful of so-called white liberals in the town. A group of us, four whites and two Negroes, tried to integrate the downtown "white" pool about one week after the signing of the Civil Rights Bill, but the authorities closed it down. This kind of frustration was to be expected, but we did little in the way of making integration forays because of our relationship to the administration.

--Tripp--Tuskegee Institute

,,,In addition it might be added that we were never met by any hostility because we were whites "invading" a nearly all-Negro campus. To the contrary people in all parts of the University (cafeteria, supply office, etc.) were either eager to help or indifferent to our presence.

...I wouldn't say there were any major frustrations, and I was not personally involved enough with the other faculty members or the local community to see any problem-areas there.

--Beauchamp--Texas Southern

...I expected more involvement in the community.

--Basinger--Texas Southern

...I was fortunate in meeting no "problems" with students, faculty, administrators, or the local community (white or Negro).

--Budick--Texas Southern

...I had mixed feelings about the fact that we did not take more initiative in getting to know people. Next year we might suggest that one S.I. take the initiative in arranging parties or other kinds of meetings with people at TSU and in Houston. These meetings should be completely optional.

--Bogard--Texas Southern

...I feel that I should insert here some of the contacts I had with the community: one was with a group of college students under the sponsorship of the National Student Christian Federation and the other was with the college Westminster Fellowship located at the West Raleigh Presbyterian Church and composed mainly of

students attending North Carolina State. I was part-time leader of this latter group for the summer. It did not interfere with my teaching; actually it gave me the necessary sanctuary and relief from my responsibilities at St. Augustine's to maintain my composure through critical periods. In addition I established contact with responsible white citizens in the community. I encountered no open hostility in the community when it was known that I taught at St. Augustine's. The unique position of being involved in two separated communities gave me the opportunity to suggest ways to breach the walls of hostility and of fear that divide brothers. I hope that with some of my influence as well as that of the other students operating in the Negro community some continuous communication has been established, so that responsible citizens will not complacently rest upon the doldrums of past laurels.

--Todd--St. Augustine's

...The teacher should be encouraged to attend NAACP meetings, church, faculty seminars, student parties; on all occasions, the teacher must be careful not to view events as a dispassionate outsider, but demonstrate in a sympathetic way that he is interested in what is going on.

...Major frustrations: the hypocrisy of many Negroes--a habit with its historical explanations and justifications--but one which constantly inhibits closer white-Negro relations. Many Negroes, a completely undeterminable number, in the faculty and in the general community either resented white interference or distrusted the sudden appearance of white "do-gooders." Unfortunately, many weeks pass before the identity of who is for and against can be ascertained with any accuracy because all Negroes, regardless of their sympathies, appear on the surface to feel the same.

Another frustration: the white community is entirely uninterested in communicating with visiting teachers. Ministers avoid offers by teachers who wish to speak to the congregation about the Southern Teaching Program. The newspaper in Holly Springs waited for five weeks before publishing any information on the program, and when the article was finally printed, the facts were greatly distorted. In the future, members of the Southern Teaching Program should make every effort to communicate with the white community. Our program should not be limited to educating the Negro but must also address itself to the equally difficult and strategic task of confronting and perhaps changing white attitudes as well.

--Johston--Rust College

...The students were even less developed than I had anticipated, but relations between ourselves and the students, faculty, Negroes generally, and various members of the white community followed the general pattern which I thought they would. In particular, my attitides toward (or stereotypes of) the viciousness of the present social, political, and economic system in Mississippi were on the whole vigorously confirmed.

My greatest satisfaction from the summer was not derived explicitly from the teaching situation but from being a part of the Negro community in Mississippi for a time, especially sharing in the exciting developments of the Freedom Summer of 1964. ...I worked with the COFO personnel on several projects on the side, especially the formation of the Mississippi Freedom Democratic Party. The personal contacts and shared experiences (such as a Negro's first attempt at registration or being the object of intense police harassment) which arose out of this work were profoundly moving and, in their own way, inspiring.

...Overall, we were readily accepted into the Negro community in Holly Springs and Mississippi. Unfortunately, at present one cannot be a part of both camps, Negro and white, in the state. Despite our earnest efforts, no genuine contacts with whites in Holly Springs developed. The height of our campaign to reach the whites was symbolized by a local banker's patronizing suggestion that it might have been all right for us to come down and teach "our colored" at Rust if we really wanted to, so long as we appeared on campus only to be in the classroom and lived the rest of the time in some white boarding house in town. There were, in addition, a variety of verbal insults and threats and a few situations of physical danger encountered during the summer. I have no suggestions how to change or remove such problems and frustrations as we found for they are nearly all inherent in the fabric of life in Mississippi today. Any white "invader" who comes in to teach Negroes will continue to face them until the pattern of life in the state has been fundamentally altered.

--Matlack--Rust College

...Even at the end of the summer there were faculty members and students who resented our being at Rust this summer. ...One other major frustration was in our efforts to establish communication with the local white community. All our efforts were frustrated to some degree or other. We did manage to have a dinner party with some white Mississippians, but they were not from Holly Springs. In last analysis, our efforts failed. We did not make one good friend in Holly Springs. White friend, that is. I like to think that by the fact that none of us were arrested all summer long and made no overt gestures to anger the whites (other than our very presence), we demonstrated that not all northerners are carpetbaggers coming to the South to get arrested and cause trouble. This seems to be the image of anyone concerned with the Negro and his plight. Perhaps we did a little toward breaking down this stereotype.

--Bragg--Rust College

...One of the social problems unique to the six of us at Rust was that of maintaining contact volunteers and SNCC workers participating in the Mississippi Project of the Council of Federated Organizations (COFO). Jim Dodron kept in touch with them better than anyone else from the administration or faculty, and he kept us from running astray of any efforts planned by COFO.

...The second semester Jim Matlack just taught American history, using his extra time to participate in local civil rights activity.

...We ate often on the weekends at two Negro restaurants one block from the college.

...Several teachers, because of their interest in civil rights, spent much of their free time (we taught on Saturday so this left 1½ day weekend) touring the state, attending meetings and encouraging efforts by Rust students. For example, we (along with regular faculty) held an evening session explaining carefully each section of the Civil Rights Act to the students when it looked as if a faulty understanding of the Act might lead to unnecessary violence in town. We attended and participated in every student event on campus (dances, NAACP meetings, bingo parties, movies) and arranged faculty-student softball games as well as the dance.

...Jim and Granger attended many of the meetings involving the formation of the Freedom Democratic Party.

...Contacts with the white community were fruitless but Loren contacted the mayor, the newspaper editor and the police chief when we arrived, explaining we were present to teach and not demonstrate. Hopefully this eased their fear of "outsiders" and stopped the rumors which were flying around Holly Springs from spreading.

The idea of having six men teaching at Rust was a wise one, considering the intimidation that goes with a summer in Mississippi. A future warning: no publicity is good publicity in southern newspapers--they can't be trusted.

...Our responsibilities carried into the social sphere, and, as far as our importance to local Negroes, I sometimes felt the material we got across to students in class was our least important message. Our most important job, I feel, was subtly suggesting to young Negroes that they had the ability to compete with anyone and everyone, that they are not inferior (Negroes believe just as strongly as southern whites some of the stereotypes with which they have been labelled).

--Glugline--Rust College

...There were no special problems with the local community.

--Strong--Philander Smith

...I had expected more trouble from the whites, but there was no evidence of resentment from whites. I was surprised at the number of close friends I made, and I was pleasantly surprised with my changing attitudes as the summer passed. Prejudices and fears were gradually destroyed.

...There were no problems with faculty members, administrators, community, or social life.

--Winslow--Philander Smith

...I went to Philander with several misconceptions. One was the Negro's desire for an integrated community. This is not true. The Negro wants equal opportunity, something he has not enjoyed. Forced integration at present seems to be the best solution for providing such equal opportunity. Forced integration, however, is not a solution engineered by the Negro. I further learned that the white freedom rider of several years ago was one of the biggest insults to the Negro's quest for equal opportunity. No one knows the Negro problem better than the Negro. There are very, very few whites who have ever lived in a Negro community, a necessity to appreciate the intimidation and mockery that most Negroes face today.

...I came to know the Philander population very well this summer. (We penetrated very little into life in Little Rock proper.)

--Myers--Philander Smith

...I was sucked into a number of planned activities: a drama program, assembly program, the choir, and a special planning committee for the Fall Faculty Seminar. This left little time for anything else, such as socializing and investigating the local political and economic situation. We did, however, meet some local leaders--, that is, the liberal ones. I attended several churches and was only once refused admittance. Little Rock is fairly peaceful, although the public pool was closed soon after we arrived. There is still a smoldering problem in school segregation. However, there is a strong liberalizing leadership in the local political arena. Philander is not a seedbed of radicalism, but it has supplied leadership for local civil rights operations. On the whole, we involved ourselves minimally in local civil rights aside from making our presence known to the local NAACP and community improvement association. The police were fairly touchy but did not offer us any problems.

--Everett--Philander-Smith

...We also visited some of the so-called "white liberals"!

--Forget--Miles College

...The summer was different from what I expected, mainly in that there were no major problems. The students were not suspicious or hostile - although one or two of them were rather sullen - and the LeMoyne Negro community really welcomed us with open arms - literally!

...My feelings about Negroes have also changed, due to my experiences this summer. All the Negroes whom I knew before were exceptional people - Yale Law School students, etc. But now I knew and really loved very ordinary, very everyday type people who happened to be Negro. My very warm, very close relationship with particular Negroes has resulted in my feeling a much more emotional identification with Negroes - but this is too abstract.

...I think we felt much more relaxed in a Negro group than in a group of southern whites.

--Winter--LeMoyed College

...Often went to parties and dances with Le Moyne students.

--Winter--LeMoyne College

...All my hopes were high, yet, still, I did not expect the students to be as bright, as mature nor as delightful as they were, the people (both white and Negro) to be as warm and as friendly as they were, nor the whole venture to be as personally rewarding as it was. With the possible exception of a summer spent in Europe, this was the most beautiful, the most important summer of my life.

--Sanchez--LeMoyne College

...No frustrations to speak of, except for a feeling of degradation when you can not take a Negro friend everywhere you might like to. And an occasional sense of frustration when you feel that other whites you might meet, engaged in similar activities, do not have the necessary maturity and mastery of self to handle the difficult and very complex situations which inevitably arise when race is complicating the difficulties which exist between human beings in general.

...I ask myself whether I was a success -- and the answer depends less on my abilities as a teacher than on my ability to handle frankly and fairly and compassionately the social side of my life in Memphis -- a life which we shared with a rather large group of Negro fellows and girls.

--Bertocci--LeMoyne College

...Our principal extracurricular activity was carrying out a survey of the poorest part of Jackson. Our primary interest was to try to start some kind of school for young children with the idea that the Lane students could participate in teaching and organizing activities for the children. Because of time limitations this did not work out, but we did complete a sociological survey of the area which may be used in order to press the city administration for improvements.

We did some testing of the Civil Rights Bill immediately after it was passed.

...The summer was different than expected in that I expected more overt hostility on the part of the white people.

...Also we have learned that in order for an atmosphere of trust to exist between a white group and a Negro group in the south , there should be at least one Negro with the white group.

--Gardner--Lane College

...I think, also that my coming from the South was beneficial to the program--both the Negroes and the few whites that I met seemed much more open to me and to the program because of it.

Besides the problem of scant contact with the faculty, described above, I think that the other major problem arose in dealing with Negro boys. There was considerable pressure, from the most liberal Negroes, not to mix heterosexually. And I found that being terribly friendly could lead to an explosive situation. I think that it ~~would have to~~ might be wise to advise single girls in the future to act more reserved toward men students than I did--at least until they have become familiar with their local situation. We had almost no dealings with the white community, which I feel, was unfortunate. I don't know what can be done about this in the future, but I think it's important that the white community at least know that there are outsiders in town who are <u>teaching</u>.

...In the first place, the white community is terribly sensitive to Negro-white boy-girl mixing; but even more than that, there is a Negro cultural context in which every friendly greeting by a girl is seen as a sexual advance. I came here extra friendly--I have become more reserved.

There has been little occasion to observe the white community's reaction to our presence here. I arrived after the major effort had been made to integrate public accommodations. The Gardner's went with Albert Porter,(the one good Negro friend we've made) to eat at various places. They received word later that "those beatnicks from New York" had come to integrate. I'm sorry that contact with the white community has been so limited. We talk to merchants downtown who are friendly enough, but then we are customers. I went to the public health clinic here to have some stitches taken out, and the doctor seemed interested, certainly not hostile. My one effort to make contact came when I called a friend of an aunt of mine, a Mrs. Rosenbloom, whose husband owns a local department store. It was quite embarassing, as she almost denied knowing my aunt, after she heard that I am teaching at Lane. The few whites whom we have met

are friends of Porter's who seem to be ostracized by the white community. Relations between the races here are, at least, civil. Last year, the Negroes launched an economic boycott against all the town's merchants in an effort to get them to hire Negroes. The boycott hurt the town (as 1/3 of the population is Negro) and also achieved its goal. Yet several days ago, several employees of one of the banks came to talk with Porter about discriminatory hiring procedures there.

...I want to end the not-so-brief report on this page, so I'll mention just a few more things: As we are essentially part of the Negro community, we have found most of our entertainment in the two Negro clubs in town. Palm Gardens and Eastview are places to go for beer in the afternoon, for beer and jazz (the band is pretty good) at night. There is no dancing, but these people sit and dance--what amazing rhythm and feeling for music! My best friends here, besides the Gardners, have turned out to be the girls who work as secretaries in various offices on campus. I have lunch with them often, drink beer, etc. I have mentioned Albert Porter before--as the one truly hospitable friendly Negro around. He has taken us under his wing; I feel quite free to barge into his air-conditioned home anytime, to watch television, get something to drink. The remainder of the faculty has been less cordial, though the women chirp about me, trying to make me one of their children. There was a dinner given for us by the faculty, a welcome dinner, last Friday--9 weeks after the others arrived; four weeks after I got here. But there has been almost no exchange of views between the faculty and us. We did work for a while on another major project--taking a survey in Fite's Bottom, a Negro slum. Went to 100 houses; 3/4 have outdoor bathrooms, many have no water, no sewers, etc. Porter hopes to use the information recorded to improve the situation. And when Jackson becomes too much to take, there is always Memphis 85 miles away: with a wonderful zoo, an art museum, and even some theater. We've gone several weekends.

Gumpert--Lane College

...I regretably had little contact with the faculty, but did work with Albert Porter (the local civil rights leader and school bookkeeper) surveying "Fite's Bottom," the Negro slum in Jackson. I also participated in school registration and in integration of restaurants and movies.

--Gardner--Lane College

...After a week, maybe two or three weeks, I no longer thought of myself as white or or the Negroes as black. In fact, if anything, I thought of myself as black, since the white poeple seemed so strange and foreign, and since I always felt more relaxed when I came back into a colored area of town.

...Relations with the Negro community were good, though sporadic. Relations with the white community were mostly based on their curiosity of "the New York beatniks" as we got to be called. We met a very few moderate whites--probably all there were to meet--and they were pleasant, if not entirely cordial. Jackson went through its racial troubles a year ago, with the result that lessons have been learned, calm prevails, and there is a workable, though superficial, detente:

workable enough to allow full and occasionally even friendly implementation of the Civil Rights Bill--something that cannot be said for the surrounding areas of Western Tennessee. Social life was nil--but this may be due to the summer heat and the summer schedule, as well as to the strict rule book that governs each moment of the students' lives.

--Epstein--Lane College

...I enjoyed my work, had good relations with the faculty, the students, and the community, and had a good social life. Never did I encounter any problems, even when mixed dating in nearby cities.

--Sidney--Central State College

...The only structured extracurricular activity in which I participated was a summer choir which we formed to sing in the Wilberforce AME Church which was without a choir for the summer.

...Personally, I suppose that I gained the most from my associations with the students and other members of the community. As in my experience in Ghana last summer, I found that you really forget that there is a difference in skin pigmentation which makes people think differently of one another. It is of little credit to us that we forgot about color differences. The credit goes to the indigenous community. However, it does reflect on the larger white society which does not afford the same experience to the Negroes.

...The community accepted us, and I never felt out of place when we were in racially mixed groups.

--McBean--Central State College

...I expected Dallas to be an integrated city but found that Bishop College and the Negro community were largely isolated from the rest of Dallas.

...The planned segregation of Dallas was a frustrating and insulting experience. No matter what we planned to do with Negro friends we always had to inquire in advance whether Negroes were allowed to do this or that. Even so simple a thing as taking a child to the supermarket brought many "stares" and sneers.

We had very little contact with the Negro community outside the college.

--Soda--Bishop College

...I had expected that there would be much civil rights activity per se, e.g. picketing, sit-ins, voter registration, etc. There was none of this type of activity. There was also none of the violent white reaction that I had feared. The activities of the Bethune-Cookman group were quiet, educational, and social ones.

...Our group had virtually no contact with the local white community.

--O'Connell--Bethune-Cookman College

...The white community did not know we were at BCC. All news about our stay appeared in the section "news and happenings about the colored folks of Jacksonville" and I understand this section of the paper only goes into papers distributed in the Negro neighborhoods. At the commencement exercises some of the white trustees told us they had just found out about our arrival and expressed dismay at this late news. It would have been nice to have visited and talked with these people but time did not permit.

We frequently went out to dinner, the movies, and the beach in mixed groups and no trouble resulted. We did have the police and passenger cars shine their headlights in our faces when we were singing one evening on the beach, but that was all.

Perhaps the lack of communication between the white community and the college could have been lessened if news items appeared in the local papers stating our arrival on the campus and our reasons for being there. This would also help eliminate the misconception that this was part of our college degree requirement.

--Oakman--Bethune-Cookman College

...I had little contact with the local white community.

Gwatkin--Winston-Salem State College

...As far as the community was concerned, much of the Negro community knew of our existence and approved - we were possibly the only whites who walked safely down the streets of our section of town. The white community was ignorant of our existence. We were supposed to have been on televison, but I think when we handed in the list of questions we wanted discussed on the panel the plans were squashed.

Hurwitz--Bethune-Cookman College

...As for the matter of living and developing relationships within a Negro community, I looked forward to it but expected that I would encounter some difficulties in the form of the hostility which the speaker at the spring orientation meeting spoke of when he said that our students would at first be expecting from us the same treatment they get from white people in the south. I found in only one small, isolated instance that I can remember this kind of hostility, and in nearly all other cases there was a great responsiveness to us on the personal level which tended to ease quite a lot of the frustration of not eliciting such a response on the academic level.

...There was also the related problem here of having to conduct our social life entirely within the Negro community, and thus being forced into contacts at this level which were somewhat one-sided and more beneficial and interesting to us than to our friends at the school. Ideally we should have been able to offer them the experience of eating, drinking and being merry in the white community as well as have them take us to "their" places, but I considered this unadvisable except in two instances (and those in Little Rock rather than Pine Bluff). The solution to this problem will evolve, I assume, with the passing of time.

--Marlow--Arkansas A.M. & N. College

...The one administrative fact which may be a problem at Arkansas A. M. & N. is that it has, at the moment, a policy of inaction in regard to civil rights. This is an important fact for the STP to know, as the school will allow no civil rights action.

--Goodrich--Arkansas A.M. & N.

...A minor frustration was dealing with an administration which, because it oversees a state school, is pplitically ultra-sensitive and therefore careful to always present an unchanging face to the community. I feel this contributes to the general apathy on the campus, since students are discouraged from trying to go out and get any of the freedoms which they are supposedly being trained to enjoy.

...I would consider teaching at a predominantly Negro college for a year or more if I were married and the school were in or near a good-sized city and would recommend teaching under the same circumstances to friends, except possibly those who are exceptionally independent and sulf-sufficient, able to live and work in a condition of isolation from the white community.

--Hadley--Arkansas A.M.& N. College

MEMPHIS EVALUATION SESSION WITH REPRESENTATIVES FROM SIX COLLEGES, SUNDAY, JULY 19, 1964

Approximately twenty-six SI's held an all-day conference in Memphis, Tennessee. The purpose of the meeting was to share experiences and to consider the future of the Program. The format of the program consisted of reports from the specific colleges by a representative from the respective colleges. After the report, questions were raised. The afternoon session consisted of a discussion on the problems associated with possible continuation and expansion of the Program.

Lane College.--The SI report on Lane College was very pessimistic about the school as an educational institution. The students scored very low on all tests and experienced greatest difficulty on essay examinations. There was a considerable amount of cheating.

The greatest problem facing the students centered around deficiencies in reading, writing, and mathematics. The reporter thought the fault rested with the school system and the educational environment and not with the students.

The SI's conducted a survey of Negro slums in Jackson, Tennessee, in an effort to get information and insight about the problem. On the basis of their teaching experiences and the survey, the reporter strongly recommended the need for the establishment of language clinics and the setting up of pre-freshman programs to work with Negro students before they reach college. He thought that some of the students were very

good in creative areas and also possessed ability in the natural sciences but usually had difficulty expressing their ability because of the language problem.

The regular faculty at Lane College was thought to be somewhat incompetent. Many of the old teachers were deeply entrenched and possibly should be in retirement. The school should set up educational standards and require teachers and students to meet these standards. Many teachers will not permit disagreement in classes. He felt that the SI's reception from the regular faculty was very poor, except for one man who went out of his way to be friendly. The heads of the departments in which the SI's worked were generally not there. The SI's actually replaced regular faculty. Many faculty members expressed prejudice against the use of paperback books.

Finally, the reporter from Lane College said that he had no orientation at all and had no notions about what to expect.

Philander Smith College.--The report from Philander Smith College was in direct contrast to the one from Lane College. The reporter felt that they were working in a fairly good situation; they had small classes; the faculty accepted them; and they were in a friendly environment. There were some good students but the major educational problem was a widespread intellectual apathy among the students. He reported that some students actually accepted low grades although there were others who expressed concern.

The major educational problem centered around the presence of in-service teachers who were mainly interested in securing grades for the

upgrading of certificates. They were not interested in learning and were often among the persons demonstrating the least honesty on examinations.

There was praise for the library; however, the library closed after 4:00 p.m. and was closed on Sundays.

Texas Southern University.--The SI's from Texas Southern University expressed considerable enthusiasm over the nature of their program and the quality of their achievements. There were eight SI's working in a basic skills program teaching pre-college freshmen and one SI working in the regular summer program. The program was largely remedial containing about 25 per cent of the incoming freshmen. Most of the students were carefully selected, exhibited a high level of intellectual ability, and could make it at white colleges in the North. There were three persons teaching the same group English, Mathematics, and Philosophy which made it possible for the SI's to coordinate their efforts. They were able to establish high standards and the students generally made good records.

The Texas Southern SI's did not encounter intellectual apathy as a serious problem; however, they were working in a special program.

Rust College.--The Rust College report contained the same kinds of evaluations and experiences encountered at Lane College. The reporter thought that Rust College might be a little worse than Lane College. The academic level of the students was very low. The SI's tried several programs such as student seminars and faculty seminars led by SI's in an effort to cope with the problem. Also, a student newspaper was started.

The SI's encountered initial hostility from the faculty and students but felt that this was soon broken down. The faculty consisted of many cast-offs from other institutions. The white community was openly hostile and often issued threats to the SI's when they were seen in public.

Apparently, the academic program was not oriented toward a high level of academic achievement. While the students exhibited intellectual apathy, once motivated, they improved rapidly.

A. M. and N. College.--The A. M. and N. College experience of the SI's, on the academic level, was quite similar to the Philander Smith College experience. The students had little preparation but, when stimulated, learned rapidly.

The SI's had little contact with the faculty. They were in the regular teaching program.

According to the report, the thing which set the A. M. and N. College experience apart from the others was the reaction of the administration and the faculty to civil rights and to SI's association with students. The reporter felt that the faculty was conservative on civil rights and that the President was interested in limiting student participation in such activities. They also felt that the President was opposed to their socializing with students.

LeMoyne College.--The LeMoyne College Program was a special program in the Humanities. The SI's were very enthusiastic about their reception, about the program, and about their accomplishments. The students had been carefully selected from high schools and were usually

well prepared for the Program. There were 75 students taking work in History, Philosophy, Speech, and English. The SI's felt that their program was an exciting, intellectually stimulating experience and provided an opportunity to confirm their emotional position on the belief in the equality of ability among human beings.

They were well accepted in the Negro community. There were no problems of social adjustment. They attended social affairs in the Negro community and danced with Negro students and faculty. There was no contact with the white community except occasional business transactions in the city. The recommendations made by the LeMoyne SI's were as follows:

1. That classes should be smaller, approximately twenty-five students.

2. A teacher should teach only a few sections of the same class in order to counteract boredom.

3. Textbooks should be provided.

4. Secretarial assistance should be provided.

Discussion.--It seems to be apparent from the various reports that all SI's had valuable experiences and saw value in such a program. It is quite possible that some of the expressed enthusiasm may have limited their ability to effectively evaluate the immediate impact of the Program on the academic environments in which they worked.

Three very significant recommendations seem to emerge from the discussion:

1. That remedial programs should be instituted for pre-college Negro students attending the participating colleges.

2. That specialized programs in the Humanities, Social Sciences, and Communications might be established for the brighter students entering these colleges.

3. That some techniques should be developed for a more effective involvement of regular faculty members.

It seems that the effect of the SI's in the various college communities was most immediately felt among students, which may not be enduring if it is a one-time experience. Basically, the whole Negro educational system needs an injection of the youthful enthusiasm exhibited by the SI's and many changes in administrative and academic procedures, such as, greater emphasis upon academic excellence, intellectual competence, and stimulation and improvement of the academic competence and interest of many regular faculty persons. These kinds of problems cannot be attacked by the Program as it is presently constituted.

One way of approaching this problem is to establish seminars in northern universities to which regular faculty members might attend during the summers in order to renew their contact with academic standards of white institutions and with the academic culture. The SI Program could provide replacement faculty for persons participating in such seminars. This was done on a limited scale at Philander Smith College.

The pre-freshman programs at LeMoyne College and Texas Southern University seem to offer great promise. This is an area of operation that would be especially suited to the Southern Teaching Program; it would encounter the least resistance from established Negro faculty

members. Both programs would require substantial financial support for the faculty members to attend northern universities and for students to spend the summer in pre-freshman programs.

Another kind of improvement in the Program is associated with the placing of SI's in Negro colleges during the regular school term. The association and contact with faculty and students over a longer period of time would be more meaningful.

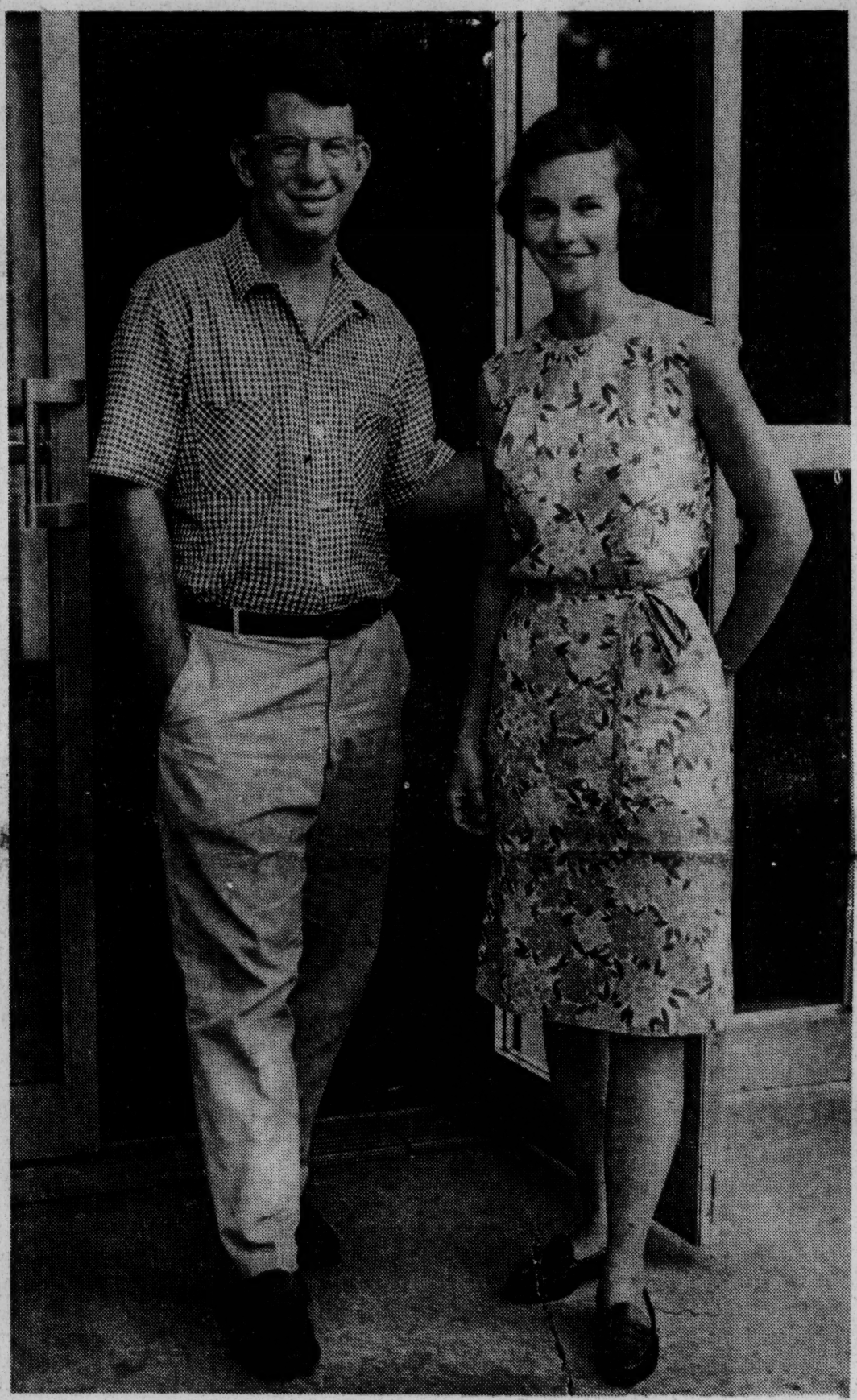
These kinds of programs, along with improvements in libraries and laboratory equipment, would be an important stimulant to improving the level of education in Negro colleges. It should be pointed out that many Negro college students are able to achieve high standards of achievement in an intellectual environment which often contains limited encouragement.

In the afternoon session, the SI's offered the following recommendations for the improvement of the Southern Teaching Program:

1. There should be a coordinator at Yale or some other place who could be reached at any time. This person should possess wide information about the Program and be familiar with the policies.

2. There should be an intensive period of orientation, possibly two weeks. This orientation need not be centered on academics but rather it should provide a picture of the college environment and some of the attitudes and values which the SI's are likely to encounter.

3. The Program should include a greater emphasis on remedial programs which could use either northern undergraduate or graduate students.



Staff Photo by Jack Stevenson

Jonah S. Raskin and Deborah Gwatkin spend summer teaching here.

WSSC Teachers Have Mixed Feelings About Experiences

By Karen Parker
Staff Reporter

Two white summer school teachers at Winston-Salem State College are both happy and disappointed with their experiences here.

They are Miss Deborah Gwatkin and Jonah S. Raskin, who

behaved than Northern students," she said. "I think this is because the administration is conscious of their behavior. However, the school is not preparing students to be on their own socially. The rules are much too strict. The 'one big happy family' concept does not teach them to be on their own.

is strife-torn in the sense of segregation," he said. "I can't walk down the street here with a Negro friend without receiving strange expressions and some nasty comments.

"You can't even forget the Civil War," he said. "Here you see monuments to the confederate dead. This kind of thing is

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Two white summer school teachers at Winston-Salem State College are both happy and disappointed with their experiences here.

They are Miss Deborah Gwatkin and Jonah S. Raskin who are participating in the Yale Summer Teaching Program. This project, designed to send white graduate students to teach in Negro colleges, was established by students at the Yale Law School.

Miss Gwatkin and Raskin say their experiences were rewarding, but they were surprised and disappointed in the students' academic attitude. Both said in a recent interview that students at Winston-Salem State were not achieving their potential.

Miss Gwatkin, who is working toward a master's degree in education at Wesleyan University in Middletown, Conn., is teaching mathematics at WSSC. She is no stranger to the South. She did her undergraduate work at Goucher College at Baltimore, Md. Her home is in Florida.

Main Disappointment

Her main disappointment, she said, is "lack of competitive spirit and academic responsibility" among the students. "I have many students who work very hard," she said, "but I wish there were more of them. It has been a profitable experience for me, although it's hard for an instructor to tell if she's made a dent on the students."

She named poor background as one of the reasons for students' poor academic attitude. "Students should be working harder in their courses," she said. "They are not well prepared when they come here because Negro public school education is poor." She listed segregation as a second factor affecting students' academic life, and the "what's the use?" attitude as a third.

Miss Gwatkin said WSSC students were well-behaved socially. "In general they are more socially responsible and better behaved than Northern students," she said. "I think this is because the administration is conscious of their behavior. However, the school is not preparing students to be on their own socially. The rules are much too strict. The 'one big happy family' concept does not teach them to be on their own. Students should be forced to take in more of the academic and social environment."

She was surprised at campus reaction when the Civil Rights Act was passed. "I heard no discussion about it among the students," she said. "I couldn't understand that since this is probably one of the most important pieces of legislation that will affect them."

Miss Gwatkin felt WSSC had excellent equipment and material for courses. She was "favorably impressed" with the school's physical plant.

Need for Schools

"There is grave need for schools of this type that are able to meet the need for Negro education on the college level," she said. "The school tries to accommodate itself to the poor education level of the students. The average student couldn't attend a large university with his background."

When she receives her degree next year, Miss Gwatkin hopes to teach abroad.

Jonah S. Raskin, an English instructor from New York City, is working on a Ph.D. at the University of Manchester in England. He teaches American and British literature and freshman composition at Winston-Salem State College.

He had been no farther south than Washington, D.C. before coming here. He found a difference between Southern and Northern Negroes. "I was hospitably received at WSSC," he said, "and made to feel at home. If I were to go into Harlem to teach, I would feel uncomfortable and possibly in danger. There is friendship here and antagonism there."

Raskin's main criticism of the South is segregation. "The South is strife-torn in the sense of segregation," he said. "I can't walk down the street here with a Negro friend without receiving strange expressions and some nasty comments.

"You can't even forget the Civil War," he said. "Here you see monuments to the confederate dead. This kind of thing is unheard of in the North."

He also said WSSC students do not work hard enough. "I was pleased to see they would work hard if stimulated and challenged," he said. "I have some very fine students. I feel I've introduced them to a new world—imaginative writing. My own personal experience has been enriched by teaching here, and, on a broader scale, just living with Negroes." There were only four Negroes in Raskin's class at Columbia College, where he did undergraduate work.

No Academic Life

"There is no real academic life here to speak of," Raskin said. "It is nonexistent. At Columbia College there would be three or four lectures every night on various subjects. The students here are interested in work, but are far from being intellectual."

Raskin says there is some intellectual communication among the faculty. "In general, the faculty is pretty good," he said, "especially the English department. It is very dedicated."

He says segregation is the primary cause of WSSC's academic problems. "The only way the intellectual standard can be achieved is by pouring more money into the schools and integrating them. As the Supreme Court said, segregated education is unequal. Apart from factual learnings, brotherhood is important. Winston-Salem appears to be moving toward that."

Raskin will return to England this fall. When he receives his Ph.D. in two years he plans to teach in college.

ATLANTA UNIVERSITY
ATLANTA, GEORGIA

THE GRADUATE SCHOOL

Rec'd 8/25/64

August 21, 1964

Dr. Leslie Dunbar
Director
Southern Regional Council
5 Forsyth Street
Atlanta, Georgia

Dear Les:

I am enclosing expense statements and evaluation reports in connection with the Southern Teaching Program which originated at the Yale Law School.

I visited three institutions and the Memphis Conference. The visits were as follows: July 16, 17, and 18 - Philander Smith College; July 19 - The Memphis Conference; July 20 and 21 - A. M. and N. College; August 9 and 10 - Winston-Salem State College. The amount of time spent in preparation of the evaluation report was four days. This makes a total of 12 days of direct involvement in the evaluation.

$50 per day = $600.00
Pd. 9/1/64

Sincerely yours,

Tilman C. Cothran

Tilman C. Cothran
Chairman
Department of Sociology

Enclosures

MEMBER UNITED NEGRO COLLEGE FUND

EXPENSE ACCOUNT

SOUTHERN REGIONAL COUNCIL, INC.
5 Forsyth Street, N. W.
Atlanta 3, Georgia

Date August 12 1964

TRAVEL (type of transportation & destination)

(See attached statement)

(auto @ .08 per mile) $ 47.09

TAXICABS & LIMOUSINES, ETC.

(See attached statement) $ 15.30

HOTEL (dates & places)

Per Diem (2 days)

$ 24.00

MEALS

$

OTHER EXPENSES (itemize) Tips

$ 2.50

Total $ 88.89

Less Advance $ ——

Total Due $ 88.89

Tilman C. Cothran

Signed Tilman C. Cothran
(Please type or print)

Address 1742 Detroit Court, N. W. City & State Atlanta, Georgia

Date and purpose of trip August 9-10, 1964; To evaluate Southern Teaching Program at Winston-Salem Teachers College, Winston-Salem, North Carolina

TRAVEL EXPENSES FOR TILMAN C. COTHRAN

August 9 - 10, 1964

8/ 9/64	Round trip plane ticket from Atlanta to Greensboro	$ 47.09	
	Taxi to Airport, Atlanta	4.65	
	Limousine to Winston-Salem	2.00	
	Taxi to College	1.00	
	Tips	1.25	
	Per Diem	12.00	$ 67.99
8/10/64	Per Diem	$ 12.00	
	Taxi to Downtown	1.00	
	Limousine to Airport, Greensboro	2.00	
	Taxi from Airport, Atlanta	4.65	
	Tips	1.25	20.90
	TOTAL		$ 88.89

(Receipts attached)

August 12, 1964
Atlanta, Georgia

EXPENSE ACCOUNT

SOUTHERN REGIONAL COUNCIL, INC.
5 Forsyth Street, N. W.
Atlanta 3, Georgia

Date August 12 19 64

TRAVEL(type of transportation & destination)

(See attached statement)

(auto @ .08 per mile) $ 126.28

TAXICABS & LIMOUSINES, ETC.

(See attached statement) $ 15.90

HOTEL (dates & places)

Per Diem (6 days)

$ 72.00

MEALS

$

OTHER EXPENSES (itemize) Tips

$ 2.50

Total $ 216.68

Less Advance $ 150.00

Total Due $ 66.68

Pd.

Signed Tilman C. Cothran
(Please type or print)

Address 1742 Detroit Court, N. W. City & State Atlanta, Georgia

Date and purpose of trip July 15-July 21, 1964; To evaluate southern teaching programs at Philander Smith and A. M. and N. Colleges; Also attended regional conference at Memphis, Tennessee.

TRAVEL EXPENSES FOR TILMAN C. COTHRAN

July 15 - 21, 1964

7/15/64	Plane ticket from Atlanta to Little Rock and from Pine Bluff to Atlanta	$ 80.27	
	Taxi to Atlanta Airport	4.65	
	Taxi to Philander Smith College	1.75	
	Tips	.75	$ 87.42
7/16/64	Per Diem		12.00
7/17/64	Per Diem		12.00
7/18/64	Per Diem	$ 12.00	
	Taxi to Bus Station, Little Rock	.85	
	Bus to Pine Bluff	1.55	
	Taxi to A. M. and N. College, Pine Bluff	.50	
	Tips	.50	15.40
7/19/64	Per Diem	$ 12.00	
	Car Rental for trip to Memphis	44.46	
	Taxi to Car Rental Agency	1.00	
	Taxi to College	1.00	
	Tips	.50	58.96
7/20/64	Per Diem		12.00
7/21/64	Per Diem	$ 12.00	
	Taxi to Airport, Pine Bluff	1.50	
	Taxi from Airport, Atlanta	4.65	
	Tips	.75	18.90
	TOTAL		$ 216.68

(Receipts attached)

August 12, 1964
Atlanta, Georgia

EVALUATION OF THE SOUTHERN TEACHING PROGRAM

This evaluation is based on visits to Philander Smith College, A. M. and N. College, Winston-Salem Teachers College, and the Memphis Conference. At the time of the college visits, interviews were held with the SI's, top administrative personnel, faculty members, and students. The evaluation given in this section summarizes ideas expressed throughout the report and in the discussion of the Memphis Conference.

The SI's impressions of Negro education were based on contact with students in summer sessions. These students were not always representative of the regular student body. At Philander Smith College and A. M. and N. College, there were in-service teachers taking courses. Regular students often were repeating courses or making up deficiencies. While summer work in these colleges is not usually of the same caliber as work in the regular school session, the difference between summer and regular school is not very great.

The SI's were unanimous in praise of the Program and in faith of its worth. Their immediate reaction was that the Program should be continued, that it should be expanded to embrace the regular session, and that more schools should be included. Also, there was unanimous agreement among administrators, faculty members, and students in the Negro colleges visited on the need for continuation and expansion of the Program.

On the whole, the teachers selected for the Program were good choices. They had excellent backgrounds in their academic areas and made good impressions as teachers. Their major assets were knowledge of subject matter, enthusiasm for teaching, and willingness to assist students outside of class.

One of the major weaknesses of the Program appeared to be the lack of effective orientation for SI's and for faculty. Several of the SI's had not attended the orientation period. Those who did attend thought that they failed to gain insight into the nature of their specific college situations and into the nature of the subtleties of the large problem.

The orientation period for the SI's might address itself to the sub-cultural differences, both directly and indirectly, between Negro and white colleges. Some of these differences, which come to mind immediately, are:

1. Some Negro colleges are quite conscious of student dress. They feel that it is a part of the students' education to teach them proper dress and manners.

2. Some colleges value status distinctions between faculty and students. The relationship is often a formal one.

3. Outside of class assignments are not usually as great as they are in white institutions. Students are not expected to do as much independent study as they are in these institutions.

4. The white college campus is likely to be characterized by more cultural and intellectual activities.

5. Negro colleges are likely to be more isolated from the total community than is the case for the white institutions.

6. Negro college students are deficient in academic backgrounds extending throughout the total educational system--elementary, secondary, and college education.

7. As a rule, there is a lower level of interest in academic and cultural activities among Negro students for these kinds of activities are not a salient feature of their early academic experience.

8. Negro students are not likely to possess a strong competitive academic spirit. Many have not been convinced of the advantage of academic excellence within the segregated social system.

9. The middle-class value of the importance of education is quite high among Negroes but the emphasis seems to be placed on quantity rather than on quality of education.

10. The Negro college environment is likely to be characterized by many rules pertaining to social conduct which do not necessarily assume the students to be socially responsible persons.

11. Teaching effectiveness is likely to be judged on the basis of the professor's ability to present his materials in an interesting manner as well as on the basis of his knowledge of the subject matter. A combination of the emotional and intellectual presentation strikes a responsive note.

12. Negro humor like the humor of most subordinate groups often carries double meanings and needs to be understood.

13. In interracial contacts, the lack of vocal opposition on the part of Negroes does not necessarily mean acceptance of a suggestion or program.

These and many other kinds of sub-cultural differences between Negro and white colleges are not easily discerned from the literature. Indeed, there are those who would deny the existence of any important differences. The extent to which there are differences is a matter of degree and varies

vastly from college to college. How a white teacher recognizes and copes with many subtle and often not so subtle values in Negro education may make the difference between success or failure. It was apparent that the SI's did not fully anticipate some of the problems associated with the postulated sub-cultural differences stated above.

There was general agreement that the Negro college students were weak in their academic backgrounds and that crash programs to improve the academic level of these students must be initiated. Three kinds of programs were suggested in the Memphis meeting. They were: remedial programs, specialized pre-college programs, and college teaching.

Remedial programs are essential if the quality of Negro education is to be improved. Deficiencies in communications skills and in basic mathematics, science, social science, and humanities due to the consequences of racial restrictions circumscribe an unknown, but significant, amount of native intelligence and rob the nation of a large amount of its intellectual potential. Remedial programs can be conducted by undergraduate and graduate students who are interested in a "domestic type peace corps." Successful programs of this type provide a partial attack on intellectual apathy.

Developmental programs for the "bright" high school students in all broad areas of learning offer considerable promise. This observation is supported by the experiences at LeMoyne College and Texas Southern University. The "bright" students are defined by local norms and standards. Since they have demonstrated a capacity for learning, their performances, in a short period of time, can be raised to and above

national norms; their intellectual deprivation can be dissipated quickly. Accordingly, such programs need to be a part of the Southern Teaching Program.

Little needs to be said about the value of SI's engaging in college teaching. They introduce the students to the expectations and requirements of white colleges. Teaching programs expanded to include the regular term stand a chance of affecting faculty. Summer programs cannot expect to do this, because of the short periods of time and because of the absence of many faculty members. Programs designed to ameliorate basic academic differences represent an individualistic or personal attack on the problem of low relative achievement. The personalistic approach alone can win only limited or temporary successes. It needs to be supplemented by changes in the structural aspects of Negro education.

As has been stated before, the SI's made a very favorable impression on students but they often had limited contact with faculty. In order to improve the quality of education in Negro colleges, the administration and faculty must be affected. It appears to be just as important, if not more important to effect changes in programs and policies of faculty and administration than it is to effect changes in students' attitudes toward education. The faculty and administration, especially the latter, provide the academic climate in which learning must occur. If the problem of improving the quality of Negro education is to be successfully attacked, it seems that the Southern Teaching Program must devise methods by which faculty in these colleges can become more effectively involved in the Program.

The Negro faculty will be apprehensive but friendly. Their apprehension can be allayed by providing them with an effective orientation about the Program. Faculty support and cooperation are essential to begin with, since the SI's, regardless of their competence, are viewed as young teachers without experience. They do not have the prestige of having achieved success in teaching. Prestige based upon race and university attended are not enough. The administration of Negro colleges must play an important role in securing the necessary faculty cooperation for improving the quality of Negro education.

Some possible ways by which faculty involvement and concern might be engendered are as follows:

1. Use SI's to relieve regular faculty of summer teaching responsibilities in order that they might attend northern universities during summer or regular sessions. Such a program needs to be defined as a method of improving the quality of education in such a manner as not to pose a threat to the jobs of regular teachers.

2. Professors from northern universities might participate in faculty seminars for two or three days at the beginning of school terms at Negro colleges. Most Negro colleges have such faculty seminars. Mature, accomplished professors might discuss the nature of course content, the nature of background required in order to take specific courses, the nature of outside assignments for specific courses in terms of research papers, books, and articles to be read.

3. Common examinations might be given for sections of specific courses. Also, several institutions might develop a program of common examinations for certain courses. While such a program places certain requirements upon teachers, it is likely to meet opposition.

As the Southern Teaching Program gains more security, it may be in a position to tackle another serious problem facing Negro college communities. These colleges are not integrated into the total community in terms

of services rendered, research, employment of graduates, and cultural activities. Of course, it should be remembered that the Negro college is located in the section of the country in which cultural activity is alleged to be low. The white community is not usually concerned with the Negro community so long as so-called southern values are not disturbed.

The administration of the Negro colleges must become involved in the program beyond merely giving "lip service." Some things that the administration can do are:

1. Support and encourage quality teaching by developing special awards and promotions for good teaching.

2. Make scholars the school heroes in lieu of athletes and beauty queens.

Also, rating agencies might devise techniques by which points can be given for the quality of teaching in the rating process. Quantitative data on the number of degrees, books, size of faculty, physical facilities, and unimpressive self-studies cannot completely provide insight into the effectiveness of a school's program.

These evaluative remarks and suggestions are preliminary and somewhat superficial when placed against the total program potential. There is great value in the continuation and expansion of the Program within a judiciously established framework.

from: Dr. Filmer Cathrow

AN EVALUATION OF THE SOUTHERN TEACHING PROGRAM AT
PHILANDER SMITH COLLEGE, LITTLE ROCK, ARKANSAS

Philander Smith College is located near the center of the city in an area that is being cleared by Urban Renewal. The college is undergoing a large-scale increase in its physical plant. It is a small, predominately Negro college affiliated with the Methodist Church with a regular school enrollment of approximately 650 students. The summer school, consisting of two five-week sessions, had enrollments of 350 and 250 students, respectively.

The college has always had an integrated faculty, and, occasionally, white students participating in an exchange program between the college and northern universities.

Prior to the desegregation crisis of 1957, Little Rock was classified as a progressive city. In spite of the influence of the White Citizens' Council on the power structure of the city, there was very little concern on the part of the white community regarding interracial activities occurring on Philander Smith's campus.

White faculty members usually were either mature or retired individuals and presented no threat to the existing race relations patterns in the city. The young white teachers participating in the Southern Teaching Program, especially females, attracted some attention from the police, whites passing the campus, and white persons in the community. No serious confrontations developed.

Reaction of the white community.--The Southern Teaching Program was announced publicly through the local newspapers. There was no public reaction to the announcement. Indeed, many white leaders have a way of ignoring news about the Negro community.

The President of the College felt that there were no major reactions to the Program in the white community. Minor incidents, potentially explosive, were cited. For example, the SI's learned about a near-by church supported camp with integrated swimming facilities. They prepared to go and to carry a Negro male student. The President thought that it was unwise for the student to go. He prevented this action by talking with the SI's on the nature of faculty-student relationships at Philander Smith rather than by emphasizing the threat of possible racial difficulties. The SI's responded to the President's advice.

Both the President and the SI's reported incidents of the police following or stopping SI's when they were with Negro students. A small group of SI's and students returning from a theater were stopped by the police who, after learning their identity, suggested that, for safety reasons, they should always travel in large groups. White persons, driving through the campus, occasionally stopped to stare at SI's walking with Negro students, both male and female. A white salesman used an alleged telephone call for a plumber as an excuse for questioning one of the female SI's on why she was living with Negroes.

The female SI's attracted attention from the white and Negro communities by their informal dress, especially the wearing of shorts. Again, a diplomatic statement from the President was heeded.

On the whole, the white community was not very aware of the Program and expressed little concern over it. However, on occasions, SI's shopping in downtown stores were questioned about their presence in Little Rock. The reaction of white clerks was either one of friendly interest or of sullen hostility. Nevertheless, no organized community opposition emerged.

Reaction of the Negro community.--The reaction of the Negro community, according to the SI's, staff, and President, was one of friendly curiosity. Negroes wanted to know the nature of the Program and usually expressed a desire for its success.

Reaction of faculty.--Members of the faculty, while accustomed to working with white teachers, were not oriented adequately with regard to the nature of the Program. The discussion of the Program in a faculty meeting did not answer all questions raised by faculty members. The major concern of faculty members was whether or not the SI's were replacing regular faculty members who would have, otherwise, received summer employment. Five faculty persons were released by the Program to attend summer institutes or to study on their own.

According to the Dean, the SI's were treated as other faculty members with no status distinction except that of the relationship between the young and old and between new and established faculty members. Some faculty members expressed concern over the informal relationship outside of the classroom between the SI's and students. On some Negro college campuses, where rigid status distinctions are made between students and faculty, informal social relations with students constitute a mild revolution.

The faculty members expressing concern admitted that the SI's maintained proper student-teacher relationship and respect in the classroom.

A few faculty members invited SI's into their homes. However, the majority, while friendly, made no special effort to make the SI's feel welcome. This was not unusual for any new faculty member without high academic status has to develop a circle of friends.

Relationship with administration.--The administration, as well as the faculty, felt that the Program was impressive and that it should be continued. The President, Dean, Dean of Students, Registrar, and Department Chairmen in areas where SI's taught were unanimous in their praise of the SI's work. There had been no serious complaints from students, even though some of the SI's had a high rate of academic failures. Administrative personnel agreed that the SI's were competent in their respective fields (sometimes with a slight edge over the regular teachers); that they brought a kind of interest and dynamism to their teaching which was often lacking among regular faculty members; that they exhibited an interest in students, both in and out of the classroom, that regular faculty members could emulate; and that they were creative in the utilization of existing resources.

One administrator thought that the Program was good for the SI's and for the college. The young teachers had an opportunity to learn something about southern life and to gain teaching experience. The college benefited in that the young teachers, approximately the age of their students, provided a symbol or model of high intellectual achievement. One gets the impression that the impact of the Program was more

pronounced on students than it was on either administration or faculty. In the absence of a continuing program including the regular school term and other modifications in the intellectual climate on the campus, the Program's impact on the limited number of students affected will be subverted.

Student reaction to SI's.--Eight students at Philander Smith College, who were enrolled in courses with SI's, were interviewed as a group. They were unanimous in their enthusiasm for the Program and in their desire to see the Program continued. The students did not hesitate to state what they considered to be the advantages of the Program. The advantages were:

1. All SI's knew their subject matter; in most cases, they were better than the regular teacher. Many regular teachers were teaching outside of their fields of specialization, while the SI's were not.

2. The SI's allowed students to present course materials in their own words; they did not require a "parrot-like" recitation of what the teacher had presented. On this point, the SI's were attempting to develop creativity, critical analysis, and articulateness on the part of the students.

3. The SI's were defined as being more relaxed in their relationships with the students than were the regular teachers.

4. The SI's were able to communicate with them more effectively because of a more relaxed personal relationship and because of similarity in ages of students and SI's.

5. The students liked the ease with which the SI's mixed with them; they felt that the young teachers wanted to know them as individuals instead of as a group.

6. The students were impressed by the willingness of the SI's to give them extra attention or to tutor them at the expense of postponing dates in order to do so.

Student complaints.--The students had two major complaints. They were:

1. Classroom presentations were often monotonous; the instructors usually talked in a rather continuous and dry manner. In other words, students felt that there should be a variety in teaching methods.

2. The students felt they were assigned much more work than was usually the case with the regular teachers. This was not so much a criticism as it was a complaint. Students thought they could get accustomed to the assignments.

The students said that the Program should be continued and that it should become a part of the regular school program. They got along well with the SI's and were impressed by the willingness of the SI's to associate with them in social activities, dances, etc., as equals.

Student-teacher adjustment.--Student-teacher adjustment progressed as the SI's accommodated to the classroom situation and as the students developed a more effective anticipation of the SI's standards and requirements. For some SI's the difficulty of communicating--inadequate student vocabularies and educational backgrounds--created the problem of having to state materials simply and on a level the students could understand. In some instances, this may have meant a lowering of standards, if not in quality, then assuredly, in quantity.

One SI reported his refusal to lower standards. All SI's had a large number of borderline and failing grades. A few students felt that their visiting teachers were a little too tough or worked them very hard. However, there was very little, if any, student resentment. Only one student visibly indicated resentment.

The SI's encountered greatly reduced class enrollments during the second session--partly, because of a smaller school enrollment and, partly, because of students' selecting less rigorous teachers. This pattern of student reaction to rigorous standards is a relatively widespread practice. In an academic environment which is characterized by great diversity in educational requirements and standards, students, unfortunately, select teachers, where possible, who have reputations for offering easy or "grade point" courses. This occurs in Negro and white schools. Possibly, it is more prevalent in Negro colleges than it is in white colleges.

While the problem of adjusting to regular school students was usually not difficult, SI's encountered more perplexing problems of adjustment with the in-service teachers. There was the age difference and there was the in-service teachers' need to present a specified number of credits to their superintendents for salary increases or for renewal of teaching certificates. Also, the in-service teachers often sought special concessions or were guilty of cheating. The latter problem was mentioned by most of the SI's.

Students, on the other hand, were impressed by the SI's command of subject matter, by their interest in teaching, by their enthusiasm, and by their informal associations with students outside of the classroom. Several students expressed the desire for more such teachers or for a change in the pattern of relationships with the regular teachers.

Relationship among the SI's.--The SI's developed an increasing dependence on intra-group relations. This is explainable in terms of

unexpressed restrictions on the extent of faculty-student association, of infrequent invitations to visit regular faculty members, and of the lack of contact with the white community. In spite of these problems, there was high morale among the SI's.

Educational and social problems.--Some of the educational and social problems have been stated in the foregoing paragraphs. Briefly, the educational problems were: (1) lack of knowledge of courses to be taught prior to arrival on the campus, (2) lack of enthusiasm for learning among the students, (3) lack of facility in communications skills, (4) lack of supervision from regular faculty, especially in terms of course expectations and goals, (5) lack of intellectual interchange with regular faculty, (6) lack of adequate laboratory and library facilities, and (7) lack of willingness, on the part of students, to ask questions and to think critically. A variety of techniques were used to overcome these problems; such as, the use of paperback books, allowing students to use personal books, emphasizing lectures and discussions in lieu of laboratory experimentation, and initiating contact and conversation with regular faculty.

Social problems may be stated succinctly as: (1) inadequate recreational facilities or opportunities, and (2) dating students, both male and female. The problem of something to do with leisure time was often resolved by reading, camping, playing tennis, attending a movie, or visiting with faculty or students. Dating with Negro students was minimized once the problem became evident.

Responsibilities of SI's.--The SI's were assigned a normal teaching load of three courses. Classes were large (30 to 45 students) during the first session, but were relatively small during the second session (as few as three students in a science course). The students were of all academic levels, depending on the classification of the course.

Living accommodations.--The two female SI's lived in the guest house, usually alone, and the three male SI's lived in dormitories, usually occupying the guest rooms. Each SI had a single room and all of the necessary privacy for study or rest.

Meals were secured in the dining room. While the quality of food was the same for faculty and students, usually faculty members ate at tables separated from students. This pattern of eating is not required; it is custom. Breaking the custom carries no censure.

Experience with the white community.--The SI's had very limited contact with the white community. One participant defined members of the white community as either liberals or segregationists. Liberal whites were happy to see the Program; they were usually church-going people. Stares from the white community were observed when a white and Negro couple walked on the campus. The same incidents reported by the President and other personnel were reported by participants.

Intellectual climate.--On the whole, the intellectual climate was adjudged to be extremely low, even after making proper allowance for fewer such activities during a summer session. One SI said that the students' interests outside the classroom were largely rock and roll, girls, and sports. The College's cultural programs consisted mainly

of chapel programs and dramatics. As a rule, students were not an integral part of the cultural program. This needs to be remedied. A possible solution might be to make students more intellectually involved in cultural activities and to encourage informal relationship on an intellectual level between faculty and students.

There was general agreement that a few students could meet the standards of white colleges in the North. The students would have to work hard and discard the "goofing off" that they presently do. Once students learn that teachers mean business they study and ask good questions. The SI's saw the problem as a consequence of social conditions and not as a consequence of a lack in intelligence.

Maturity and professional competence.--All five SI's had good academic backgrounds, having been either honor students or members of Phi Bata Kappa. Their level of intellectual competence was above average.

This was, on the whole, an extremely mature group. They were flexible enough to make the necessary adjustments and to avoid repeating mistakes. They did not seem to possess a rigid, paternalistic attitude, which would have been spotted easily by Negro students and which would have rendered the SI's ineffective. The SI's exhibited a genuine interest in helping the students develop intellectually. The students' recognition of a real concern is a partial explanation for the absence of resentment over the high proportion of poor grades given.

With the required level of academic training, each one of the visiting teachers at Philander Smith College could work successfully at Atlanta University.

Reaction of SI's to the Program.--The five participating SI's were interviewed individually. Informal contacts were made on the campus, during meals, and in the guest house. All of the participants were impressed with the Program and felt that it was a successful experience both for themselves and for the Negro colleges. One participant indicated that the experience had helped him personally to determine whether to teach or go into the ministry; he learned about the Negro community; met Negroes and whites politically; got to know Negro students and to see the syndrome of apathy and low level of ambition among Negro students. Another participant thought the Program provided an opportunity to unload some of his prejudice and travel in sections of the country in which he had never traveled before.

The SI's were generally impressed with the Program and felt that it should be continued and expanded to include the regular school session. Each participant expressed a willingness to recommend the Program to prospective teachers.

AN EVALUATION OF THE SOUTHERN TEACHING PROGRAM AT AGRICULTURAL, MECHANICAL AND NORMAL COLLEGE, PINE BLUFF, ARKANSAS

The Agricultural, Mechanical and Normal College, located in Pine Bluff, Arkansas, is a state-supported institution. The school is located at the western end of the Arkansas Delta in an area of the state possessing the least liberal racial attitudes. The college is the only state-supported institution of higher learning for Negroes and has little competition from the existing private institutions. Neither the teaching faculty nor student body has been integrated.

For the past five years, the college administration has been quite insecure. There has been factionalism within the faculty and the Board of Trustees. Four years ago, the President was asked by the Chairman of the Board of Trustees to resign. However, he was able to "weather the storm," created, in part, by inviting Dr. Martin Luther King, Jr., to speak at Baccalaureate, by refusal to offer the Master's degree in order to remove some of the pressure of Negro enrollment at the University of Arkansas, by a perennially unbalanced budget, and by the devisive tactics of a member of the administration.

This college may be somewhat unique among the colleges participating in the Southern Teaching Program. While the administration, under normal circumstances, gladly would have accepted such a program, it was deeply concerned about the Program's objectives and the repercussions of the Program on the college. The President was not certain

whether the Program was designed to stimulate and to improve teaching in predominately Negro colleges or whether civil rights activities were additional objectives. Since this is an election year in Arkansas and the college has had difficulty over students' participating in civil rights demonstrations, the President definitely would not have accepted any program with the slightest civil rights orientation.

Permission for the SI's to teach at the college was given reluctantly only a few days before their arrival. Several urgent telephone calls finally won approval. The fact that John Walker was one of the originators and that A. M. and N. College was his undergraduate college played an important role in determining the decision.

The students arrived on campus after the schedule for the first session had been printed. There was no faculty orientation with reference to the nature of the Program or to the role of the participants.

Reaction of the administration.--The President expressed a high opinion for the purposes of the Program and for the participants, but admitted that he was uncertain whether or not some of the publicity associated with one of the SI's civil rights demonstration activity would have a harmful effect on the institution.

Other members of the administration--the Dean, Director of Student Activities, Divisional and Departmental Heads--expressed opinions that were consistent with those of the President. The Director of Student Activities said that such a program should be continued, if possible, and that there was a definite need for better planning. There was less than one month after the decision to accept the Program before the SI's arrived. The decision to participate in the Program came after first

responding negatively to the idea. The faculty needed orientation, for some Negro staff and teachers generally oppose the presence of whites. The faculty did not know about the nature of the Program and has exhibited little interest in it. Also, the Director of Student Activities felt that the SI's needed orientation with respect to the nature of the local situation. If this had been done, one of the young men and the young woman would not have gone out in public with students in a boy friend-girl friend relationship. He further felt that, while much needs to be done for and to Negro education, new people ought to study the situation before attempting to make changes.

After praising the program, the Dean of the College thought that there was a definite need for an integrated faculty, since there were too many complacent Negro teachers drawing good salaries. He said that although some faculty members did not know about the Program, as far as he knew, there was no active resentment. No complaints from faculty, students, or SI's had been received in his office. The Program, he admitted, could have been better planned. Also, since the teachers brought in some outside culture and an interest in culture, the Program should be continued.

A Departmental Head, with two SI's in his department, indicated that there was some faculty resentment on three accounts: (1) the SI's were replacing regular faculty who could have had summer employment, (2) young people without teaching experience were attempting to tell established faculty members what to do, and (3) some teachers possessed a general dislike for white people. He said that, at first, there was

some student resentment, but that, at the present time, the SI's were well accepted by students. While he wanted to wait before making conclusions about the Program, he did express two advantages and one weakness. The advantages were that the two young men working in his department were better trained than the two regular teachers and the Program made possible the offering of certain advanced courses during the summer which normally could not have been offered. The one criticism was that the SI's socialized with students a little too much.

Faculty and student reaction.--Several faculty members expressed strong support for the Program and wished that it could continue. They indicated that there had been little knowledge about the Program communicated to them. One faculty member said that it was good to have someone around with whom one could carry on intellectual discussions.

While student opinion was not surveyed systematically, not a single unfavorable opinion was expressed. The students felt that they knew their subject matter, that they were interested in their work, and that the Program should be continued.

Reaction of the Negro and white communities.--All SI's said that the reaction of the Negro community was friendly. However, their contact with non-college people was limited severely. Also, there was little contact with the white community. Occasionally, white persons would ask questions of SI's shopping in downtown stores. Some white natives wished them success in their adventure and others made no further comments.

Reaction of SI's to campus: intellectual and emotional.--The SI's were unanimous in their opinion that the intellectual level on the campus

was quite low. Few, if any, organized cultural and intellectual programs were in existence. This observation is not difficult to substantiate. Usually, there is little organized intellectual activity on Negro college campuses during the regular school term. Because of the concentrated educational program in the summer, even less attention is given to intellectual activities in the summer than is given during the regular year. Few outside lecturers are brought to the campus, chapel programs are often eliminated, and faculty discussions rarely occur. Two of the SI's thought that students expressed primary interest in athletics and social activities. Negro college campuses, including A. M. and N. College, are largely isolated from the white community which itself may be suffering from a lack of intellectual interests and activities.

The SI's encountered problems of emotional adjustment which were not usually beyond their ability to handle. There were the anxieties of going into a new environment with very little orientation on what to expect and very little orientation after arriving on the scene. The problems of personal adjustment were associated with the following: (1) lack of knowledge of what to expect, (2) lack of adequate contact with faculty and a feeling that some faculty members were either indifferent or hostile, (3) lack of adequate recreational and social activities without the pressure of the nuances in expectations in interracial contact, (4) lack of adequate understanding of the Program's objectives, (5) possession of a paternalistic attitude toward Negroes and Negro education, and (6) problems associated with being a white woman isolated in a Negro community in the South.

Student-teacher relationship.--The SI's were well accepted by students, even though the level of academic achievement on the part of students was below par. The giving of low grades and heavy assignments did not seem to arouse hostility among students.

Relationship among the SI's.--After initial dating by one of the fellows and the young lady with Negro students, the SI's tended to rely upon contact with each other as a social outlet. Actually, their interest in the teaching project and the short period of time for the assignment minimized the importance of outside social contact for the SI's.

Educational and social problems.--The major problems were: lack of an opportunity to plan for the teaching experience prior to arrival on the campus and the academic weaknesses of students. There was a general feeling that the regular faculty did not demand enough of the students. The SI's often gave more comprehensive assignments than the regular faculty. This did not become a problem since students did not express resentment and since their presence on the campus was defined as being temporary.

The problem of participating in civil rights activities on the part of one SI was resolved by concentrating on teaching in lieu of demonstrations. This young man was physically thrown out of a bus stop cafe. He attempted to lodge a complaint under the Civil Rights Act. After discussing the possible effects of such action on the Program and on the college with the President, no complaint was made.

Teaching responsibilities.--All SI's carried the normal summer teaching load of two or three courses. Courses were assigned from all academic levels.

Physical accommodations.--All SI's lived on the campus, usually in the guest rooms of dormitories. Meals were provided in the dining hall. The physical accommodations were among the best available on the campus; the SI's did not express dissatisfaction on this score.

Recommendations from SI's.--The SI's made the following recommendations: (1) that the program should be continued and expanded; (2) that participating teachers should have, at least, a year of graduate training, except for persons participating in remedial programs; (3) that remedial programs involving high school students should be established; (4) that teachers should be expected to teach only and not, as a rule, participate in civil rights activities--civil rights is a separate thing which depends upon the nature of the situation; (5) that the main interest of the Program should be educational with special emphasis on raising the aspirational levels of students; (6) that SI's should be given information on educational opportunities in northern universities and on jobs with industry; (7) that Program orientation should be more effective than it is at present; (8) that SI's should be cautioned about potential hostility from faculty, students, and the white community; and (9) that the Program should be limited to remedial programs, honors programs, or to college teaching.

Professional maturity and competence of SI's.--While the student teachers at A. M. and N. College were prepared adequately for their teaching assignments, they did not give the immediate impression of being outstanding persons. There was an absence of the necessary "reasoned aggressiveness" to take advantage of being new in the situation and, at the same time, engender active support for their programs. On the whole,

they appeared to be quiet, "easy-going" persons who could easily become absorbed into the situation without becoming catalytic agents for change. They were not quite as articulate as some of the other SI's visited.

AN EVALUATION OF THE SOUTHERN TEACHING PROGRAM AT WINSTON-SALEM TEACHERS COLLEGE, WINSTON-SALEM, NORTH CAROLINA

Winston-Salem Teachers College is located in Winston-Salem, North Carolina, and is a state-supported institution. The initiation of the Southern Teaching Program created few problems, if any, since this institution has employed white teachers in several departments since 1962. However, the College does not have an integrated student body--only one white student has been enrolled at the institution during recent times.

Reaction of administration.--Only one top person in administration was interviewed. The President and the Vice President of the institution were out of town either attending a meeting or on vacation. The Dean of the College was quite enthusiastic about the Program and felt that he expressed the sentiments of the President.

He said that this is a good Program--one that should be continued. The SI's, according to the Dean, were at Winston-Salem almost by accident. A member of the Board of Higher Education for the State of North Carolina had informed members of the administration about the Program. Because of interest, the institution contacted Yale in order to participate in the Program. He saw the objectives of the Program as consisting of: (1) Helping institutions in critical areas of need and (2) Upgrading the quality of education.

The Dean said that the faculty had had orientation about the Program and that the participating teachers had met with him informally

for orientation purposes. He thought that there had been little adverse faculty reaction, especially when it was made known that the Program was being financed mainly through foundation support. He thought that the two SI's had few problems of adjustment. The young man (Raskin) was married only a short time before coming to Winston-Salem and was quite lonely for a while. His loneliness was successfully counteracted when his wife came and visited for about three weeks.

The major problems of adjustment centered around the SI's lack of teaching experience. Raskin had some difficulty, at first, in the teaching of English Composition but felt quite comfortable in the teaching of American Literature. There was no problem of adjustment with Miss Gwatkin who taught elementary courses in Mathematics. The other problem of adjustment was a part of not having had contact with large numbers of Negroes before and not having knowledge about the situation that they were entering. The Dean was amused by some of the questions raised; for example, Do all classrooms have blackboards? Where are the pot belly stoves? He thought that the SI's had an idea that they were going into a poverty area to work.

The Dean said that the SI's had no serious problems with students. They graded the students low, but the students were eager to go to their office after class for consultation. Their out-of-class assignments were generally heavier than the assignments given by regular faculty members.

On the question of their personal adjustment, the Dean thought that it was quite good. The SI's associated with each other largely and attended programs at Salem College regularly. While visiting the campus,

Mrs. Raskin secured permission and produced a play in one week. The Dean thought the play was rather good and that it showed what could be done when faculty members took an interest in students. They lived in dormitories and had all of their meals in the dining hall. They were invited out to faculty homes and to parties attended by faculty members. The Dean felt that there normally exists a little greater social distance between regular faculty members and students than was the case between the SI's and the students. This did not develop into a problem.

According to the Dean's information, there had been no reaction either from the white or Negro communities. The Program had received no publicity until August 5 when an article appeared in the Winston-Salem Journal reporting an interview with the SI's. A copy of the article is attached to this report.

The Dean thought that both SI's had done a good job of teaching and had expected a high level of work from students which he hoped had served as a source of stimulation for the regular faculty. The Dean expressed a willingness to employ both SI's on the regular faculty if they so desired after completing their work for the advanced degrees--master's degree in Mathematics and Ph. D. degree in English.

Faculty reaction.--Five faculty members and a group of six students were interviewed about the Program. All faculty members interviewed expressed general approval of the Program and thought that it should be continued. They were generally unaware of any negative reaction from either the white or the Negro communities except the occasional stares from whites in the community when the SI's and

Negroes were observed in the community. There was a general feeling that the SI's were competent in their areas of specialization and that their participation in the Program not only broadened their backgrounds but gave them experience in teaching. They also felt that the Program was of great help to the college since the young teachers brought not only knowledge to their teaching but a kind of contagious enthusiasm. They were also able to somewhat indirectly motivate the college students because they were generally of the same age as the students.

The only reaction that faculty members knew about from other faculty members was centered around the feeling that one or two regular faculty members could have been employed had not the Program been in existence. One white faculty member felt especially strong on this point, since she was to be away during the next school year and had not had the opportunity of working during the previous summer.

Student reaction.--Students reacted in much the same manner as faculty members--it was a good Program; it should be continued; and the SI's showed a greater interest in the students and greater enthusiasm for teaching than did the regular school faculty. They thought that, while the class assignments were usually considerable, students could become adjusted to this level of requirement. They were especially impressed by the willingness of SI's to give them assistance outside of class.

These students knew of no negative reaction among other students to the Program.

Reaction of the Negro and white communities.--The SI's, members of the administration, and faculty reported no outstanding instances of negative reaction from the white community. Indeed, the SI's had little or no contact with the white community. Their contact was limited to attending programs periodically at the Governor's School and making purchases in the downtown area. After the article appeared on August 5 expressing the SI's reactions to their experience, the young man received one letter expressing resentment to the Program. Apart from this incident, stares and occasional remarks, when in public, constituted the extent of white reaction. The Negro community presented no problems.

The SI's were aware of the fact that Winston-Salem Teachers College is isolated from the total community and that there is very little communication between the college and the community at large.

Reaction of SI's to the campus environment.--Both of the SI's felt that there was little or no intellectual climate existing at Winston-Salem Teachers College. Not only was there little or no chance to discuss intellectual questions in their own field, but, also, little opportunity to discuss questions of broad community concern. The lack of intellectual climate and the apathy of students toward learning were among the major surprises encountered by the SI's. One SI believed that the students were mainly from middle-class families and would be motivated by the middle-class value on the advantages of working hard for a good education. The SI's hastened to admit that some students worked hard but that the number was not as large as it should be.

They were impressed by the friendliness and extreme politeness of the students but thought that the level of work was very poor. Most

of the students attending summer school were repeaters and did not necessarily represent the regular student body. It was quite difficult, at first, to ascertain the level at which teaching should be set. The mathematics classes were taught on a high school level. Actually, the course content taught was taken by the teacher when she was in high school.

Not only were there not enough lectures, concerts, and other kinds of intellectual and cultural activities, but there was not enough excitement about learning. When an occasional lecture was presented, students usually did not attend. Faculty members seem to have fallen into a rut and have become victims of the academic restrictions that are inherent in the nature of a segregated environment.

The SI's thought that there were many students with ability who could learn but that they were victims of an environment characterized by discrimination and segregation. Even within this kind of environment there were some students doing outstanding work.

One SI felt that the Negro students were too restricted, that they were not forced to take social responsibility. In an environment which was characterized by too many rigid rules, it was somewhat of a game among the students to break these rules freely; but, there should be a relaxation in the rules and students should be made to face the consequences of misbehavior. She further thought that it would be a mistake to place one white teacher in a given school.

Emotional adjustment.--In terms of emotional adjustment, the SI's were able to readily adjust to their disappointments. This may be explained

partly by a general satisfaction with living accommodations, an occasional visit to the Governor's College, and an awareness that the Program was for a short period of time.

Student-teacher relationship.--There were no problems of acceptance of the SI's by the students. Indeed, the relationship was both professional and friendly.

Relationship among the SI's.--There was great dependence upon each other for intellectual stimulation and for a discussion of mutual problems.

Educational and social problems.--There seemed to have been no major educational and social problems encountered by these SI's beyond the necessity of having to modify the level of instruction to meet the requirements of the situation. They knew about their specific assignments sufficiently in advance to prepare some lectures prior to their arrival.

Teaching responsibility.--Both SI's carried the normal teaching load of three courses or nine hours for a nine-week summer session.

Physical accommodations.--Both SI's lived in dormitories and ate in the dining hall. They were pleased with their accommodations.

Professional maturity and competence of the SI's.--Both SI's seemed to have excellent academic training and the type of personalities to make an impression in the Negro community. They were energetic, interested in the work, and impressed both students and faculty.

SI's reaction to Program.--The general reaction of the SI's to the Program was an enthusiastically positive one. They were both very

satisfied with the summer's experience and recommended strongly that the Program be continued and expanded. They thought that a more effective orientation which would acquaint them not only with the general nature of the teaching situation in the South but also with the specific problems that they would encounter in their own assignments might be given.

Recommendations from SI's.--In the area of general orientation, the Program ought to do the following things:

1. Give the SI's some understanding of the effects of segregation on education and motivation. Reading about these problems is not enough to provide the kind of insight that is necessary.

2. The SI's ought to read some of the literature on Negro reactions to white persons and to segregation.

3. SI's should not make the mistake of assuming that the Negro students cannot learn. One SI decided to teach on the level he had encountered while a student at Columbia but found that it was necessary to change. At first his teaching was 100 per cent lecture but found that he was able to reach the students by mixing in discussion with the lectures. Learning in a significant way did occur.

4. SI's must develop trust among the students in that the students must feel that there are white people who genuinely wish to help and that the Program is not simply engaged in out of curiosity.

5. Participants in the Program for another year should have access to the reports on each school, information on what newspapers to buy, where to go, etc.

JOHN PETER BASINGER - S.I. at Texas Southern Univ.

Prof. McKinney - Consultant

QUESTIONNAIRE
JOHN PETER BASINGER - Texas Southern U.
AUGUST 8, 1964

I. I taught in the Basic Skills Workshop, nine weeks in length, honors students. Three courses at 7 hours each per week. 3, 5, 5 in the classes. Texts were College Algebra by E.P.Vance and College Mathematics by Adele Leonhardy. I had perfect classroom freedom. The conditions for teaching were satisfactory. I am not competent to recommend any changes in the program beyond enlarging it and making sure one is getting the most out of the staff, students and facilities available.

II. No

III. Function as a teacher in a Negro community. I expected more involvement in the community.

IV. Dealing with clever youngsters, dealing with mathematics, discovering the existence, in a meaningful sense, of Negros.

V. Unable to be as good a teacher as I'd like to be and will be after some more years of experience.

VII. Didn't attend.

VI. Hardworking and competent--exciting--vision

VIII. Undoubtedly increased their personal abilities, confidence and their standing at Texas Southern University. The University already recognizes the desirability of raising the performance levells and aspirations of it's entrants.

IX. Yes. Conduct the whole program on a somewhat larger scale.

X. Yes. I would recommend it to any who express interest in such a program to assist them in coming to a conclusion to in fact enter the programme.

John P. Basinger

LIZA MOLODOVSKY - S. I. at Tuskegee, Inst.

Prof. Morland - consultant

File Summer Teaching Prog - Questionnaire Returns
Rec'd 8/12/64

Liza Molodovsky
55 East 86th St.
New York 28, N.Y.
August 8, 1964

Report on the Tuskegee Institute Pre-Freshman Program
To the Southern Teaching Program and the Southern Regional Council

I. Teaching Responsibilities

This was the first time the program was run.

I was a teaching assistant in Reading in the Tuskegee Institute Pre-Freshman Program. Reading was one of three parts of the program, the other two being Literature and Math. The program included 160 students. It was planned as a remedial course for the entering freshmen who had made the lowest scores on the Tuskegee entrance exams. The group however was not really a homogeneous one. Since Tuskegee had trouble filling up all 160 spaces, it invited some 25 high school seniors, who were much brighter than the rest of the class. It al so invited some kids from the Tuskegee Institute community, who were generally smarter than their classmates, too. Finally, not all the students who were about to begin college were going to Tuskegee. I can't give you exact statistics on this, but I would say that the top quarter or fifth of the class was going someplace else. The two names I heard most often were Fisk and Hampton. Also Spelman and Morehouse. Everyone seemed to think of these schools as better than Tuskegee, or at least more cosmopolitan. Judging by the pre-freshmen, their student bodies must certainly be better.

Each subject in the pre-freshman program was divided into classes and labs. Regular teachers, some from Tuskegee and some just down for the summer, took the classes. The teaching assistants took the labs, and also conferences. Reading classes met three periods a week, Literature classes met four periods a week, and Math classes met four or five periods a week. A period lasted an hour and a half, except for Literature periods, which lasted an hour. There were two periods of Reading labs and three periods of Reading conferences per week for each section. I should say now, as I forgot to say before, that the class was divided into eight sections according to their scores on tests the first two days of the program. Reading labs and conferences also lasted an hour and a half. I took labs for section AB, which had 30 students, section D, which had 20 students, and section G, which had 10 students. Section A scored the worst on the tests and section H scored the best. I had three conferences a week with sections A, B, and G together, one conference a week with sections D and E together, and one conference a week with sections F and H together. This made 9 hours of lab a week, and 12 hours of conference. The books I used were already owned before the summer by the Institute, and assigned by Mrs. Jordan, the teacher with whom I worked. They were all reading manuals and generally dull.

What I had to do in lab and conference was dictated by Mrs. Jordan or by Mrs. Puryear, the head of the Reading Department.

It didn't really matter that I didn't have any freedom to innovate in lab. Small changes wouldn't have made much difference. But I have recommended in a private letter to Richard Wasserstrom, the dean of the College of Arts & Sciences, that the entire Reading program be incorporated into the Literature program. Such a change is so large that it is probably unworkable. In any case, any changes to be made have mostly to do with the curriculum, and not the chain of authority from head of the Reading department to teachers to teaching assistants. I would ask that a lot of grammar and much less vocabulary be taught. I might ask that smarter Reading teachers be hired. But that is a practical impossibility. So incorporation of Reading into Literature, at least on the pre-freshman level, seems the most feasible solution.

II. Extracurricular Activities

There were not as many extracurricular activities sponsored by the pre-freshman program as I thought there might be. This was because the Institute itself had organized quite enough to be done in spare time. The only pre-freshman activity I participated in was one which was semi-academic. It was a TV listening hour. We watched the Huntley-Brinkley show and discussed the news for half an hour. Sometimes we lectured on longer-run topics, like civil rights groups, Vietnam, the Democratic and the Republican parties. All the pre-freshmen were required to come, but only a third did. They were split up into six groups. The students rarely read papers and weren't very interested in the news, except for civil rights and Barry Goldwater. These meetings didn't go over too well. Next year I would suggest a seminar on civil rights, since the kids didn't know too much about the subject, or a class on civics or geography. Listening hours met twice a week. Next year's classes could meet twice a week too. The other semi-academic activity was the Music Appreciation class, which was given once, and then twice, a week. This was given by Henrietta Yancy, who is getting her PhD in music history at Yale. Attendance at the class was optional. About 30 to 60 students came, and enjoyed it very much. I would recommend that such a class be given again next summer, by a visiting graduate student if possible, and if not by a Tuskegee music instructor. The final extracurricular activity was the publication of a pre-freshman newspaper, under the tutelage of Jim Tripp, the leader of the Yale group. The paper unfortunately got started only in the middle of the summer program, so only three issues were put out. The students wrote all the articles. Most of them were essays submitted to Literature class, or poems, or short stories. There was only a little commentary on summer at Tuskegee. I think the paper was a great success, and hope another one can be started next year at the beginning of the summer.

And George Wallace

III. I wanted to go to Tuskegee this summer because I wanted to see a new place -- I hadn't traveled in two years --, because I had a curiosity to see the Deep South and see what the civil rights movement was like, because I had an urge to see history in the making, and because I have always been for integration, although I have never joined any civil rights group. I think I was pretty typical of our group (by our group I mean not only the people on the Yale program but all the teachers at Tuskegee for the summer -- which is fifteen, by my count). We all wanted integration very much, but most of us had never taken part in any demonstration and were not likely to after the summer. We were not radical activists. We were more interested in building personal relationships, teacher to student and friend to friend. I certainly came out of the summer much more aware of the problem of segregation and much more committed to the cause of civil rights and eager to continue working in some official capacity to further integration. This would probably take the form of some kind of teaching or social work. I might very well go back to Tuskegee for another summer. Not being a radical, I am glad that on the whole our group was not radical activist. I do not think this is the right temperament for day-to-day living and teaching on a campus.

I couldn't really say that the summer was different from what I expected, because I didn't know what to expect. I guess I should say that I expected to be a teacher, even though the contract Tuskegee sent me specified "teaching assistant", because the Southern Teaching Program stressed that we would be teachers, whatever school we were sent to. I note this only so you can be sure to make clear to next year's candidates the difference in authority between teacher and teaching assistant. This did not really make a difference in my summer, since the important thing for me was getting to know the students, but to someone else teaching might be the most important thing, so it is worth mentioning.

Otherwise, I was surprised by the fact that the Tuskegee students came from a much higher socio-economic bracket than I had expected. I was surprised by the fact that the Institute community was like a nice middle-class small college town. Everyone had nice homes, nice clothes, at least one car, everyone was interested in getting an education. And instead of being militant, everyone was relatively complacent. Sure, everyone was bitter about segregation and George Wallace, and everyone talked about White oppression -- or rather assumed it, because they certainly did not scream about it. But they just were not fiercely bitter and alienated like Harlem Negroes seem to be. They wanted the right to vote (which in Tuskegee they have), the right to get their own candidates elected, the right to send their kids to any White school they feel like, the right to get as many streets paved and as many streetlights put up as the White parts of town get. But they are also happy to stay right there in their Negro community and not really change their life much. I have the feeling that the quickest way they are going to get Whites for friends and the quickest way they are going to accept the higher standards of education of Northern White schools is by sending their children away to Northern colleges, which they are starting to do in impressive number, and by inviting Northerners,

White or Black, to teach at Tuskegee, for a summer or for a year or more. So it is very important that the Southern Teaching Program continue, not to inject political radicalism into the Tuskegee community, but just to give Whites and Negroes the opportunity of getting to know each other. There is no obstacle to friendship with the students. They are lively and curious and eager for new experiences, and above all very friendly. Only the older generation, some of the Tuskegee faculty and some of the community parents, are resentful of any change, expecially a change made by a White.

IV. The major satisfaction of the summer was getting to know the kids I was teaching, and other upperclassmen at Tuskegee. Also finding out about the South. The experience was valuable to me because I had never known many Negroes, certainly few from the middle class, and I had never lived in a Negro community. Nor had I ever seen the South. It just takes living in a place to get to know it, and living with people to get to know them. The best thing about this summer was substituting personal experience for adopted intellectual generalizations. Abstract ideals are just not enough to achieve integration. You have to live together. It was very important for me to discover that although class distinctions exist, color ones don't. It was exciting to discover that middle-class Negroes really do have the same values as I do, and a relief to decide that I don't have to feel any more of a common bond with a Negro grocery boy than I do with a White elevator man, just because of his color. It was also important to discover that all the South just is not a hotbed of violence, to discover how safe I was at Tuskegee, to realize that a century of separation and hatred on both sides cannot be dissolved by a few demonstrations but only by years of patience and slow change.

V. The major frustration was working with Mrs. Puryear and Mrs. Jordan in the Reading Department. Here are people who are too dumb and too entrenched in their positions to change. They have been brought up in the tradition of obedience to one's superior. Since the teaching assistants had always been taught to question and to disagree, there was the inevitable clash. This could at least have been kept down to ill feeling, if we as junior members of the faculty had sat on our obstinacy as we should have. There were no other problems with any other members of the faculty. We would sometimes become very discouraged with the slowness of our students. But this is only a problem for those who cannot go a summer without scholarly discussion. The exhilaration of becoming friends with the students makes up for exasperation with their academic performance. There were no problems with the administration or with the community. We would get reports of resentment of us as uppity, but that is to be expected, given Northern brusqueness. Perhaps this could be avoided next year by giving lectures at the New Haven orientation session on the need of being soft-spoken and obedient, no matter what. There was also gossiping and gawking at interracial dating within the teaching assistant group, but this

too was to be expected and forgiven, since most students could never have seen such a thing before. Finally, our ~~group had a lot of~~ discussions about living quarters. There were two suggestions: either that we live in the pre-freshmen dorms so we could get to ~~knwo~~ know the students better, or that we live in our own apartments, so we could have privacy if we wanted it. Both of these solutions were preferable to living in upper-class dorms, as we did this summer (Henrietta Yancy and I actually lived in a dorm for teachers returning for the summer to work on their MA.). I have sided with the pre-freshman dorm argument, so we could get to knwo the students better. But actually, this could be accomplished by frequent visits to freshman dorms. Someone could impress on teaching assistants the importance of making these visits. I would now side with the ~~x aprtx~~ apartment aggument, just for the sake of privacy, if apartments were obtainable.

VI. As for the kind of teachers you should get for the Tuskegee pre-freshman program next year, I think you should look for people who would like to teach basic Math or basic American Literature. Teachers do not need much training to lead these courses. Anyone who has had a few courses in Literature or Math and who has a good mind could do it. I understand that Tuskegee might split the pre-freshman program up next year into a remedial one for the slower students and a fuller program for the brighter ones. So you might want to look for teachers trained specially in Literature of History or Languages or Science. But I don't really know anything about the proposed changes and I'm sure that no changes will be officially formulated for at least six months. It's just something for you to keep in mind for your hiring next spring.

As for the age and experience of the candidates, I would say that your best bet is ~~fixstxex~~ graduate students. We had some problem with the arrogance of the visiting teachers, and some people thought that there might be fewer arguments if the visiting teachers were younger, because ~~thyex~~ they would be more timid. ~~But speaking from experiencex, not only~~ They spoke of hiring new college graduates. But speaking ~~fxxm~~ from experience, not only was I less experienced just out of college, but I was much more arrogant than I am now.

VII. I was not at the orientation meeting in New Haven, so I have no idea how helpful it was.

VIII. It is hard for me to tell how much the students learned academically from the pre-freshman program, since the learning process is so ~~slxxx~~ slow and progress so difficult to gage precisely. In reading, the students did improve by about four grades each on standardized tests given at the beginning and at the end of the summer. But I found the tests unsatisfactory and incapable ~~xg~~ of gaging ~~xxxk~~ actual progress. I found the entire Reading program so full of unnecessary things, and ~~w~~would have so liked to substitute grammar and close textual analysis for the whole thing, that by prejudice I'm unable to say what the students really learned of value in Reading.

I think the students did learn something about how to read a novel and how to write a critical essay in Literature class. They had never had to do much more than write plot summaries in high school. Most of them did not really catch on, I gather, as much as we had hoped, and we do fear that what progress was made will be again destroyed by return to bad teachers, but a step in the right direction was definitely taken. As for math classes, I don't know anything about them. Jim Tripp I am sure will tell you about them.

Although I cannot gage academic progress exactly, I am sure the program was intellectually beneficial, and should go on. It is harder to assess the benefit to Tuskegee Institute, since I have not thought about that this summer. The program was designed to prepare poorer students for college. I imagine the program helped in that. Those students who will be admitted to Tuskegee after the program will be those whose scores on standardized tests have improved sufficiently to be level with those of the rest of the freshman class. Since the only way Tuskegee has of gaging the other freshmen who were not in the program is by their scores on standardized tests, I gather that improvement on these tests is enough of a gage of the performance of the pre-freshmen for the Institute. And the setting up of this gage, I imagine, represents the contribution of the pre-freshman program to the Insitute. The program also discovered some students who are just ineligible for college, and thus saved the Institute the mistake of accepting them.

Socially, I think that the presence of the teaching assistants was of great importance to the students in the program and to upperclassmen. Many of my students told me that they had never had a White teacher before. So the establishing of a friendship with your first White teachers was an important thing. And such friendships were important for upperclassmen too, since most of them had had no more opportunities to meet Whites than I had had to meet Negroes. Our presence was also important for the learning we did expose the students to in our discussions at parties and around dinner tables, since we were on the whole more educated than their regular teachers, and since, being younger than the regular faculty, we spent more time around the students than a regular professor would.

IX. I definitely think the program should be repeated next year. I hope it will not be exclusively remedial, since the brighter students provided so much of the entertainment for the teaching assistants. I hope that the Institute will divide the program into two --one for the brighter students, and one for the slower ones.

I also think that the Southern Teaching Program should be in touch with Dr. Richard Wasserstrom, Dean of the College of Arts & Sciences, about the possibility of hiring graduate students for summer jobs teaching regular upperclass courses.

X. I would consider teaching at a predominantly Negro college for a year or more. But I would have to know a lot about the faculty and the students, both academically and socially. I would have to know a lot about the town I would be teaching in, and about the course(s) I would be giving, and about the living quarters I would be assigned. I might very well go back to Tuskegee for a summer. I would think twice about going back for longer without being married. I would just like to say that with Dick Wasserstrom and Dean Phillips, the Dean of Students, at Tuskegee, many good things are sure to happen to Tuskegee, in terms of students and faculty and courses.

I would recommend to any friend who was open-minded and concerned about civil rights and who thought he would like teaching that he try teaching at a Negro college for a summer. A year is a long time for most people, and I would want most people to expose themselves longer to a Negro college, if the experience was new for them, before they committed themselves for a whole year. You can't really tell until you're away from them just how important good plays and movies and concerts and bars and clubs and scholarly discussion are to you. Of course these qualifications only hold true for a rural college. But rural life on the other hand does offer an affectionate community where everybody knows and cares about everybody, a life where you're more likely to do things with your neighbors, and a more outdoor life. Work in such a college would certainly bring more responsibility than work in a larger one. It would probably also bring more personal activity. The color bar is not a problem, because people are very friendly at Tuskegee, and go out to you probably more than you go out to them.

I think I have covered about all I wanted to say. I had a tremendous summer and wouldn't have traded it for anything. Thank you.

Sincerely,

Elizabeth Molodovsky

VINCENT J. RINELLA - S.I. at Texas Southern

~~Questionnaire to go to~~:

Prof. McMinney

No Comment

hwd file

Rec'd 8/1/64

Questionnaire For Southern Teaching Program Instructors: Texas Southern

I. Teaching Responsibilities

I occupied the position of Instructor of English at Texas Southern University in Houston, Texas. Course title: Communications 131, a freshman composition course. I taught only one course, but was given enough freedom and flexibility to expand the pre-assigned syllabus material to the point where, for all practical purposes, my students did the work for the second semester's English course (much of the work, at any rate) in additions to the Communications 131 work.

The teaching load came to approximately eight hours per week. We used a basic Freshman English textbook, a number of essay and article books, an anthology of short stories, poetry, and drama, and two paperback novels.

My students were "entering freshmen" at Texas Southern. Their "educational level" in terms of test scores varied somewhat. However, most were in the top half of the country (according to college-bound norms, that is) with respect to percentile rank on the A.C.T. test, and were in the eighty to one-hundred percentile range according to local norms on the same examination.

My "Official" supervisors were : Director of Special Institutes and Workshops at Texas Southern, Dean of the College of Arts and Sciences, the President of the university, and a teacher in charge of all those in the program teaching English. Actual, practical, day to day, or even, week to week supervision was at best superficial. Usually it was non-existent.

I taught in a special program designed to accommodate those students with an apparently higher aptitude than the pupils in the regular summer institute program.

These conditions were optimal and were especially conducive to the rendering of needed individual attention by teacher to student. The attention was almost required in a "crash-program" of this type. However, it would have been no burden on me had I been assigned two groups (same course, fifteen or sixteen hours per week.) It might, in fact, have urged me on to more responsible and exciting teaching and relieved me of some extracurricular boredom.

I appreciated and approved of the minimal supervision.

II. Except for random gatherings, a few palnned parties with faculty members and with students, and one "discussion" with a group of senior English students at our residence, I participated in no real "extracurricular" activities.

III. I wished to participate in the program so that I could teach and study. I came with no preconceived notions about the summer. Consequently, nothing was really different from what I expected.

IV. Teaching and individual contact with the students was my major satisfaction of the summer and the most valuable to me personally.

V. There were no major "frustrations" or problems, except for the fact that I became weary of the "politicking" among the faculty and our supervirors which often blinded them to the most efficient means and most ideal ends in the educational process. In any relatively young, coming-up-in-the-world college especially, considering the concern for public acceptance by the administration and for tenure among the faculty, this problem, distressing as it is to one who wishes simply to educate and learn, is probably an unavoidable problem.

VI. I would ~~you~~ suggest you look for people who wish to teach, rather than for politicians or civil-rights enthusiasts to participate in the program.

VII. The orientation program in New Haven was helpful only because it reminded those with no previous experience in teaching to be prepared with notes for the first day of class. Other than that it (and, probably any other type of meeting of

that sort would be meaningless. Because little can be learned about the situation at different colleges or about teaching without the actual experience, I have no new program to recommend.

VIII. My students learned how to think and write more intelligently. They received much individual attention and were introduced to college life in an exciting, personal, and competitive way. They worked hard, realized their deficiencies and limitations, and discovered new things about themselves and the study of English.

The college, of course, always profits by its students' gains. ALSO It must have received some prestige as well as practical aid in its duties [redacted].

IX. I think the program should be repeated next summer. As mentioned earlier, more hours per week could be assigned to each teacher, and, perhaps, the pay could be raised to about $75 per week.

X. If I were going to teach as a profession, I would spend a summer at a predominantly Negro college for at least a year. Despite the "politicking", there is much freedom for an instructor to experiment, if not to make any substantial innovations in the curriculum. And, I suppose, one must learn about the more "realistic" side of academia somewhere. Why not in a thriving environment that need not hold the key to your vocational future?

File

Questionnaire for Southern Teaching Program Instructors

Deborah A. Gwatkin, Winston-Salem State College, Winston-Salem, N. C.
June 15 - August 14, 1964

I. Teaching Responsibilities:

I taught three courses for nine weeks, each class meeting one hour a day. The courses were Basic Math I, Basic Math II, and Trigonometry. They were offered as a part of the regular summer program. The text books used were those rented by the College Book Store: Fundamental Mathematics by Wade & Taylor for the basic courses, and Dadourian's Plane Trigonometry for the trig course. In my opinion Wade & Taylor leaves a great deal to be desired, and Dadourian, although not a recent text, is good.

The educational level of the students is low. Most of the summer students were repeating courses. In general, they form the body of poorer students in the regular academic program. A few accelerated students were picking up extra courses. Many students had not mastered basic skills - addition, subtraction, multiplication, and division. Fractions were considered with horror by most. The basic courses covered the beginning of algebra, Basic Math II being slightly more advanced than Basic Math I. The department offers only a minor; the most advanced course given is in beginning calculus.

The facilities available at Winston-Salem State College are more than adequate. The faculty and administration were friendly and helpful. There was no supervision of my work.

I feel that I would have been able to do a more effective job if the background of the students had been stronger, and if the students worked harder. Both of these factors are largely responsible for the low educational level of this school.

II. Extracurricular Activities:

At Salem College in Old Salem the State of North Carolina sponsors a summer program for talented high school students called the Governor's School. They present many concerts, dance programs (modern and ballet), and art films that are all open to the public. Admission is free. I enjoyed going to these events very much.

The Reynolds Tobacco Co. offers interesting tours of their factories.

I received the Winston-Salem Journal (the morning, daily newspaper - a better edition than the evening paper.) Although the paper is not exceptionally good, it does carry the New York Times News Service and offers a liberal (for North Carolina) view on national and state affairs. I would definitely recommend the paper to any future instructors at Winston-Salem State College.

III. In looking for a summer position I wanted a job that would

allow me to do some constructive work in the area of civil rights. The opportunity to teach in a Negro college met this requirement and also gave me more experience in my chosen profession. (I will enter my second year in the Wesleyan Master of Arts in Teaching Program in September.)

The summer was not very different from what I expected. I was plesantly surprised with the lack of resentment to my being one of the few whites in a Negro community. On the other hand, I was surprised and disappointed with the almost non-existence of open discussion between students, students and faculty, and faculty on topics having to do with race.

IV. My major satisfaction was finding an occasional spark of interest in students. Those that worked conscientiously and did well gave me a feeling of accomplishment. There is little academic competition in this school, no "intellectual atmosphere," and, as a consequence, the desire for a student to do well academically is greatly hindered.

V. The major frustrations I encountered were:

The difference in value placed on academic achievement between this school and my background is staggering. Most of the students had attended segregated achools all of their lives, and had settled on a plateau of mediocrity. They are not used to thinking for themsleves (cheating is prevalent), and, in general, are unwilling to risk an opinion unless they feel one hundred percent safe.

The administration keeps a very close watch on the conduct of students and faculty alike. The students have very strict rules to follow. Hence, they are extremely well behaved - almost to a point of being abnormal in my opinion.

I could often detect the valuable element of pride was missing in the students. I tried in many ways to instill this essential characteristic. It was very discouraging at times, but I hope that I may have succeeded to some small degree. I was open and frank with my opinions on topics mentioned here, and encouraged them to be likewise.

There were no problems in working with the faculty or administration. The students were cooperative and very polite. At my insistence they took liberal advantage of coming to my office. I had little contact with the local white community.

VI. Perhaps the main qualities that an instructor in this program should possess ~~is~~ are independence and a sense of determination. There were only two of us from the Yale program here, and it would have been a very lonely existence without the other. In the other schools where more instructors were placed together, maybe this sense of "sticking together for survival" did not exist. However, we found we were dependent upon eachother for companionship and moral support.

VII. I would have liked to have had a more specific, rather than general, orientation meeting. I realize it was impossible this year being the first summer the program was in operation. Next year's participants might benefit by reading a copy of these reports and/or by talking to some of this summer's instructors. Also, in my case, I had scanty knowledge of the courses I was to teach, text books, etc. prior to my arrival. The reason for this lies in the inefficiency of the Dean's office here. I found this lack of communication to be very disconcerting, and feel it could easily by avoided in the future by a few tactful remarks made to the school administration during the initial contact period by Yale.

VIII., IX. I feel it was advantageous to both the students and faculty to have two young white instructors teaching at Winston-Salem this summer. Through active interest and hard work on our part, many of the students realized how much we care about the situation of Negro education. It is my strong hope that the program be continued next summer. Many times Dr. Parker (Dean) has expressed a wish to have Southern Teaching Program instructors in the future, and has also said that he hopes to have more than two.

X. I would definitely consider teaching at a predominantly Negro college for a year or more. For several reasons (location, anti-intellectual atmosphere, confining social restrictions, etc.) I doubt that I would choose Winston-Salem State College. It is true that these objections I have listed probably exist at most Negro schools. However, I think I would feel less confined in a larger city.

I should like to thank the Yale Southern Teaching Program for the opportunity to teach in a Negro college this summer. It was a most valuable experience, and I am very happy that I was able to take part in the program.

Deborah A. Swatkin

On living accomodations:

I lived in a women's dormitory (Colson Hall). The living arrangement was adequate, although due to the location of my room there was an extreme lack of privacy. The room was immediately adjacent to the lobby, the only telephone for the entire dorm, and a small kitchen shared by everyone living in the building.

Address for next year:

Wesleyan University
MAT Program
Middletown, Conn.

D. A. Gwatkin

HARRIET BOGRAD - S.I. at Texas Southern Univ.

Prof. McKinney - Consulbant

Rec'd 8/26/64

Harriet Bograd
Southern Teaching Program
Texas Southern University

August 18, 1964

Individual Report

I. Teaching conditions at Texas Southern were excellent. I taught one course called 'critical thinking' in the Basic Skills Workshop for bright entering freshmen. My class of eight students met one and a half hours per day, five days a week. The students had scored above the fiftieth percentile on the 'ACT' exam, with a few exceptions.

We used a text edited by Duhamel and Hughes, Persuasive Prose, which contained selections from Marx, Freud, Locke, Mill, Thoreau, Roosevelt, Riesman, and many others. We also read Plato's Apology and Crito, Orwell's Animal Farm, Baldwin's Fire Next Time, two law cases on freedom of speech, the Civil Rights Act of 1964, White Citizens' Council literature, and speeches and news articles from the Republican National Convention.

Except for the recommended text we were given complete freedom to teach this course as we liked - the three sections of critical thinking were quite different in emphasis. Tom Beauchamp, Mike Rosen, and I frequently discussed our courses, however; we exchanged ideas on assignments, topics for class discussion, how to correct papers, etc. We also discussed the ideas in the essays we were reading with our classes.

My students were bright and enthusiastic, almost always prepared and eager to take part in class discussion. I thought that eight was a good size group for these students.

I would have had ample time to teach an additional section of the same subject.

II. In the beginning of the summer we were hesitant, since we did not want to appear to be forcing ourselves on the school. Since we were living in a house by ourselves and eating at a special table in a cafeteria for special workshop participants, we made riends slowly.

As the summer progressed, we were invited to many parties. The law students at TSU Law School had a party for us and several weeks later we had one for them. We spent much time at the home of Dr. Lash's secretary and

her husband, a geography professor.

We had a party for our students and their friends, and had a discussion at our house with Dr. McKinney, a TSU professor, and our students about the Vietnam crisis. The students planned an all-day picnic for us the last weekend. The last week and a half, after the Vietnam discussion, many students spent much time at our house. All these activities were very successful - many students mentioned them favorably in their evaluations of the Workshop.

I am sorry we did not begin to give parties and encourage students to visit us earlier in the summer. They would have liked the opportunity to get to know us and each other, and to take a break from their heavy load of studies. However, it is possible that parties or discussions at our home in the first few weeks might have been strained.

I took and enjoyed a graduate modern dance course at TSU.

III. I wanted to find out how I liked teaching, to live in the South, to live in a Negro community, to have a challenging summer job.

I expected my students to be more 'culturally deprived' than they were. And I expected to work harder and to get involved sooner in the life of the college.

IV. Satisfactions: the enthusiastic response of my students; finding out that I like teaching at least under these ideal conditions; the success of the Southern Teaching Program all over the South.

The value of the program to me personally is a complex question. I learned much about people - not only through my students and the TSU law students and administrators, but also through knowing other Southern Teaching Program instructors. The pace of my life this summer was much slower than usual for me and it was good to have a chance to relax and reflect. And of course it is good to learn to identify with a new group of people, to learn something about how bright Negro students in Houston see the world and themselves.

MILLERS PAPERS
EZ ERASE

V. There were no major frustrations. I had mixed feelings about the fact that we did not take more initiative in getting to know people. Next year we might suggest that one S.I. take the initiative in arranging parties or other kinds of meetings with people at TSU and in Houston. These meetings should be completely optional. Once the introductions are made, each S.I. can proceed on his own.

VI. Imagination. Individuality, if that term has any meaning - our students were very excited that each of the nine S.I.'s was different from the others. Perhaps some in each group should be the type who are likely to organize extracurricular activities - although some of the best teachers in our group were relatively opposed to organization.

It might be valuable to have some of this year's participants return to the same colleges.

I could not see any difference in effectiveness between those who had taught before and those who had not.

VII. I think the meeting was helpful.

Next year more advice should be distributed in writing. New teachers should meet with last year's S.I.'s from the same school, and find out what people they should get to know, what level of preparation they can expect from their students, etc..

Whenever possible, participants should know in advance what books they will use and what level students they will teach. If possible, they should be given time to select and order their own choice of books. We received our text one month in advance. This was helpful, but even more advanced planning would have been useful.

Participants should be encouraged to taky many books with them. We all lent books to students, and used our own books in preparing our classes.

VIII. Our students received a summer of instruction equivalent to a first semester at many good colleges. They wrote at least four short papers each week in English and critical thinking, and they received much personal attention.

The students frequently told us that they all were working harder than they they ever had before, were learning study habits, were learning to question what they read and to relate ideas of one author to those of other authors and to their own lives.

Several students mentioned that we were much more informal and unpretentious than their high school teachers - after the discussion on Vietnam one girl told me how impressed she was that one English teacher had been stretched out on the floor listening to the discussion. One said she was glad to have teachers from ourside of Texas since she had never been out of the state herself.

A few students discovered for the first time that they could have confidence in themselves, and could choose their own values - they could question the authority of parents and political and religious leaders as well as of books.

A few students are now thinking of applying for summer jobs in the North, of travelling to summer workshops abroad, or of applying to Northern graduate schools.

Of course, it is too early to say what the program meant either to us or to our students. For our students, much depends on whether their honors program this year will continue to challenge them.

IX. Yes, I think the program should be continued and expanded. We will consider setting up more special remedial and honors programs for high school, pre-freshmen, or college students, and working in white as well as Negro colleges.

X. Yes, I would consider it and recommend it to friends. However, a year-round position might not be so attractive as my position this summer, since the classes would be larger, the number of class hours larger, and the students not nearly so bright and well motivated.

S.T.P.
Gen. Corresp.
Rec'd 8/26/64

411 East 41 Street
Paterson 4, New Jersey

August 18, 1964

Mr. Leslie Dunbar
Southern Regional Council
5 Forsyth Street, N.W.
Atlanta 3, Georgia

Dear Mr. Dunbar:

Enclosed are copies of two questionnaires which I distributed this summer, one to all Student Instructors, the other to the representative at each school. Also enclosed are the reports of three Student Instructors at Texas Southern University.

Filed from Questionnaire folder

I was very favorably impressed with Dr. McKinney when he visited TSU.

Best regards.

Sincerely,

Harriet M. Bograd (SST)

Harriet M. Bograd
Southern Teaching Program

Enclosures

HMB/sf

(until Aug. 14)
Box 176
Texas Southern University
Houston, Texas 77004

July 30, 1964

Dear

I am receiving enthusiastic news from Southern Teaching Program participants at many schools. We are now looking forward to the final reports from representatives on the future possibilities of the program.

Enclosed is a short questionnaire which asks for factual information about your school. Please supply as many answers as you tactfully can get.

Please also send to the Southern Teaching Program, c/o Yale Law School, New Haven, Connecticut, and available literature about your college, i.e., catologue, student handbook, money raising brochures, etc. This is important, since many colleges did not send catologues when we wrote for them.

I hope that you enjoy the rest of the summer.

Sincerely,

Harriet Bograd

Harriet Bograd
Southern Teaching Program,

encl.

At our orientation meeting in New Haven, we mentioned that you would be asked to write reports evaluating your experience this summer. Please make two copies of your answers to the enclosed questionnaire. Send one copy each to:

Southern Teaching Program c/o Yale Law School New Haven, Conn.	and	Mr. Leslie Dunbar Southern Reginnal Council 5 Forsyth St., N.W. Atlanta, Georgia.

We would prefer that you complete these within a week after your summer semester ends. The absolute deadline is September 1st.

Your reports will be used as a basis of a study of our program by the Southern Regional Council, a social research group, for our own plans for next year, and for recommendations to Yale University and others about what additional programs might be developed. It is extremely important that you submit your report on time.

Thank you for your cooperation. Best regards.

Sincerely,

Harriet Bograd,
Southern Teaching Program.

QUESTIONNAIRE FOR SOUTHERN TEACHING PROGRAM INSTRUCTORS

I. Teaching Responsibilities:

Please describe your teaching position. How many courses did you teach? How many hours per week? What types of books did you use? What was the educational level of your students? How was your work supervised? Were you teaching in a special institute or in a regular summer program?

Do you think these conditions were satisfactory? Could you have been more effective if the conditions were different? How would you change them?

II. Extracurricular Activities:

Did you participate in extracurricular activities which would be of interest to future instructors in this program?

III. Why did you want to participate in this program? Was the summer different from what you expected? In what ways?

IV. What was the major satisfaction of the summer? How was the experience valuable to you personally?

V. What were the major frustrations? Please describe any problems that arose in working with students, other faculty members, administrators, or the local community (white or Negro). Were there problems concerning teaching? Social life? How could any of these problems have been avoided?

VI. What qualities should we look for in future teachers in this program?

VII. Was the orientation meeting in New Haven helpful? What other kind of orientation program, if any, would you recommend?

VIII. What was the value of this program to your students? To the college in general?

IX. Do you think that this program should be repeated next summer? How should it be modified?

X. Would you consider teaching at a predominantly Negro college for a year or more? Would you recommend this type of position to friends? Why or why not?

Southern Teaching Program

Information sheet for _____
(name of college or university)

Name of college:
address and telephone:

President:
address & telephone
(home & office)

Other persons to contact:
(Deans, etc.)
Name and position:
address & telephone
(home & office)

Number of students: winter summer

Number of faculty: winter summer

On faculty: number of Ph.D's MA's BA'S

Typical faculty teaching load:
(Number of hours/week)

Minimum faculty salary:

Does college have a sabbatical program?

Major sources of college's funds:

Number of books in library:
(additional comments about
quality of books, library
purchasing policy, etc.)

Does college have an adequate bookstore?

Honors program:

Special summer programs:

Remedial programs:

Physical plant: (Air conditioned? Run down? Adequate laboratories?
Dorms? etc.)

Any other interesting facts:

(please feel free to give additional comments or facts you think
important)

August 18, 1964

Part One: Information Sheet for St. Augustine's College

Name and address: St. Augustine's College
Raleigh, North Carolina

President: James A. Boyer, Ed.D.
address: (same)

Persons to contact: Prezell R. Robinson, Ed.D. (dean)
James Jones, Jr., Ph.D. (chairman of the biology department)
address: (same)

Number of students: 750 (winter) 150 (summer)

Number of faculty: 49 (winter) 12 (summer)

Major sources of college's funds: (total 1963-64 budget: $1 million)
student fees: $700,000 Episcopal Church: $7,000
?: remainder

Library: The number of books is small, and most of them are old. Boxes of second-hand novels line a wall of the stacks. A record of recent acquisitions is published, but apparently these are slow to reach the catalogue, for I could find no new listings. The bookstore carries only textbooks, which it rents at one-third their purchase price. (Therefore, students never underline.)

Honors program: There is a freshman inter-departmental discussion group, and honors seminars are offerred to seniors in most fields.

Special summer programs: There are NSF-sponsored natural science institutes, but these do not involve the students.

Remedial programs: Remedial courses are given in math and English, and last year a workshop in basic language skills was opened.

Physical plant: A new science building (1957) houses the best classrooms and adequqte laboratories. A new men's dormitory (ca. 1960) has taken quite a beating. Otherwise, the buildings are old but adequate, their interiors not being as attractive or as well maintained as the grounds themselves.

August 18, 1964

Part Two: Teaching responsibilities (Personal Report)

Until the day of registration for the summer session at St. Augustine's College, June 22, it was not established that my principal assignment would be to teach College Grammar--to a single student. Usually the college prefers not to offer a course for which fewer than five have registered, but when the head of the English department found to his surprise an extra teacher ready for work, he agreed that the course should go ahead. Furthermore, he expressed a desire to let me take over English Composition, once he had gotten it under way. Whether because of his plan or because of repeated expressions of willingness to take on a greater load, I was given this second class --of four students--after two weeks, and so for the remaining four weeks taught two one-and-one-half-hour classes each day, five days a week. As textbooks I was given a descriptive grammar and a collection of essays; the actual content, procedure, and goals of the courses were left to me. At first I attempted to ascertain, by burrowing through old examinations, what material the courses regularly covered, but when it appeared in the one case that many topics were nonessential, and in the other that the summer school students were considerably below the St. Augustine's level, I decided to organize as I went along, aiming for an improvement in basic skills.

The dean candidly admits that the first year of the curriculum is spend getting a student ready for college work. Surely he underestimates the time necessary, for the students I had were four years behind in their preparation. (The average student cannot be much better, for the cut-off point for determining who will not be required to take non-credit, specifically remedial courses is 20% answers correct on the standardized exam given to in-coming freshmen.) What they had been exposed to in the past was clear enough, and it seems that no amount of orientation would have been of much use to a summer school teacher, since what these students need first is not a body of knowledge, however organized, but some kind of stimulus, which can hardly be canned in advance. They do not respond to the subject matter but only, at best, to the person teaching it.

The students' lack of familiarity with present-day American culture is one of the greatest general problems they have. As a step toward breaking it down, I attempted to start a small play-reading group, meeting in the evenings, but gave up when proposals drew half-hearted responses from the students consulted. I believe I should have pushed these plans further, however, since that response was in part merely a result of the absence of student-teacher relationships.

Because of the small number of students with whom I had classroom contact, I found at least a third of my time going not into the business of teaching but into discussions with various faculty members about the present and future state of the school. To a degree, my teaching experiences served only to confirm their glum observations about the nature of the students and their realization of the need for wholesale reorganization. It seemed

to be some measure of relief to them just to find this confirmation; they hardly resisted the idea of change or improvement, so long as the means found would take into consideration their feelings and make use of their abilities, which currently are not fully exploited.

Unfortunately, the administration has accepted the role of taking second-class students and giving them a second-class education. It feels the bind of dependence on high student fees (the catalogue suggests an average figure of $1200 per year for all expenses) so strongly that the agitation for imporvement must come solely from individual teachers. The "power structure" does not seem as conservative as it does merely indecisive. Talks with members of the administration, therefore, were far less helpful than talks with members of the faculty. The former tended to become involved either in such generalities as only people vaguely associated with the school might indulge in, or in discussions of personal background and accomplishments. Only one special project was proposed, that I hold informal talks with prospective graduate students, and in the end the students simply failed to appear. The latter, on the other hand--especially the teachers newly arrived, described concrete goals they personally were campaigning for:: a look at curriculum improvements alone is enough to support their claim.

Though a rapport with most of the faculty was easy to establish after the warm reception I encountered from the start, there was virtually no social contact. The exceptions were three invitations to visit teachers at their homes, each time informally and once, as it happened, more to listen than to talk. Surely a major service of the YSTP can be to hold up a sounding-board to proposals for changes which individual teachers, lacking cooperation from administrators and even from each other, can hope to bring about only at a pace too slow to keep up with the demand. Last year, when North Carolina made its standardized exams compulsory for teacher certification, over half of St. Augustine's seventy candidates failed.

As far as relations with students are concerned, our effectiveness was limited by their lack of advanced notice of the subjects to be offerred and, inevitably, by the fact that most of the students were either making up credits in courses where they had already done poorly or filling out their programs with credit hours in electives or in subjects tangential to their fields. Thus what a prospective teacher needs is a broad view of his subject that will enable him to get it across in terms which make clear its place on the spectrum of academic disciplines. Furthermore, he must be prepared to supply the students with curiosity. I could only conclude that their lack of it was the cause of their submissiveness, since the school has had white faculty members for ninety-seven years, and since it did not demand much formality.

When the dean asked me, during the last week of the session, whether I would consider teaching in a Negro college, the prospect came as a bit of a shock. In a way, he was asking for an evaluation of my summer. All I could say, or can now, is that I would like the chance to spend another one like it.

August 18, 1964

Part Three: Suggestions for the future (Group Report for James Todd and William Tucker)

The first responsibility for making the YSTP more effective at St. Augustine's College next summer will fall to the school's administration, which has in fact already promised to arrange meetings with department heads before the summer session begins. The orientation meeting for the whole group at Yale was fine as a kickoff and morale booster, but summer programs at the Negro colleges differ so greatly among themselves that more general information would be of little value.

The slow expansion rate of summer enrollment and the high percentage of permanent faculty members desiring summer income make the possibilities of expanding Yale's participation unlikely. Prospects change radically, however, in the light of plans which we formulated with the encouragement and advice of administration, faculty, and students to inaugurate a "preparatory" (i.e., remedial) program for entering freshmen in basic math and English skills. Selection of students with the greatest need could be based on scores on the CEEB exams which will be compulsory as of 1965. Incentive to participate could be increased by suggesting that those students unable to pass these courses would be obliged to enroll in remedial, non-credit courses in the fall with little hope of graduation in four years. (A delayed graduation is already the rule: last year there were 88 graduates and 280 freshmen.) Organization could be handled by members of the two departments, and graduate students could fill out the staffs. Financing, at least of salaries, might come from a foundation.

Inevitably, the anonymity that was preserved this summer would be lost. A student administration, on the one end, and our attempt to serve as ordinary members of the summer school faculty, on the other, made for a maximum of personal contact and a minimum of resistance. The descent of a team might set some heads shaking. But then, if the initiative could be given back to the teachers themselves, especially to those who had expressed hope for such a program already, they might welcome the formal change in the same spirit that they welcomed the informal one as the introduction of "new blood" in 1964, in spite of their reservations about our lack of teaching experience.

The inertia of the administration in regard to improvements seems not protectiveness but the natural result of struggles against unfavorable odds. Lacking sufficient funds, it has always had difficulty attracting the Ph.D.'s it needs to meet the certification requirement of one per department. As a partial substitute for good salaries, it holds out the bait of light schedules suited to the convenience of the individual teacher. It enjoys thinking of St. Augustine's as a "family school" and has a policy of encouraging a teacher who has established ties to take the time off necessary to complete his doctorate, with the attendant hope that he will return after doing so. Currently, one faculty member is pursuing such a program and another intends to begin shortly.

Meanwhile, all but one member of the history department will not be returning, the math department chairman is in his second year with the school, and the English department chairman, after one year, is moving on. Thus in the areas where strength is sorely needed the family school idea is not much of a reality. Whatever meaning it may have pales beside that of a more sinister tradition, the vicious circle that makes students who are poorly prepared for college work into the inadequate teachers of their successors. Most of those who break out and receive good advanced training do not return--at least, not to St. Augustine's. Concentrated pressure, of the kind YSTP teachers are qualified to give, would be most likely to open the cycle up for improvement at the pre-freshman stage, before the time and money of so-called college training are wasted.

Respectfully submitted,

William M. Tucker

SUSAN GUMPERT - S. I. at Lane College

Dr. Newsom - consultant

Recd 8/20/64

FIVE WEST AVON PARKWAY
LAKEVIEW PARK
ASHEVILLE, NORTH CAROLINA

August 19, 1964

To: Soutern Teaching Project and Southern Regional Council

From: Susan Gumpert, Southern Teaching Project, Lane College, Jackson, Tenn.

Before I attempt to answer the prescribed questionaire, I should like to comment on the enclosure. It is a four-page mimeographed letter which I sent to several friends who I thought might be interested in what I thought of Lane. I enclose it, not so much because it contains valuable information, but because someone in the administration at Lane discovered it, and it provoked a crisis. I have learned since the discovery that some of the information was not entirely accurate, although essentially my analysis is right. The point I wish to make is that the disturbance it caused may have cancelled any future program with Lane, except that the President was more understanding than some of his associates. Perhaps next year, some mention should be made of this-- so as to prevent similar uproars on other campuses.

As for the questionnaire: I. I taught two courses, one in American national government, the other in American history. Each was a three-credit course; I taught each classs an hour and twenty minutes a day, xx six days per week. (Eight hours per week teaching, in all.) In the political science course, I used readings from books in the library and books I brought with me. We had no textbook except Kaufman's THE POLITICS OF STATE AND LOCAL GOVERNMENT, which we used for one week only. In American history, I used a paperback documentary text by Klingberg and Hofstadter's AMERICAN POLITICAL TRADITION, with some supplementary readings. The book situation was poorer than it needed have been, because I was told to teach two entirely different courses when I arrived at Lane, than I had been advised of previously. (See mimeographed letter, p. 3.) My students ranged from freshmen to in-service teachers. Needless to say, the regular college students were generally much brighter, more willing to learn, more interested. I was teaching in the regular summer program-- small classes (5 in government; 8 in history).

The conditions were, for summer school, and with the exception of most of the in-service teachers, satisfactory-- except that the great majority of the students could not read or write. I ran the course somewhat below the level of a high school class. Only when these students have more intensive remedial reading and writing (and thinking) will the teaching be as effective as it should. We have recommended at Lane such a summer course for

pre-freshmen next summer; I believe that the President, Dr. Kirkendoll, is working things out with my colleague, Leslie Epstein.

II. I lived in the girls' dorm with all the students, and found myself vocational counsellor, shoulder-to-be-cried-on, bull-session leader, etc. I found this personal contact interesting for me and, I think, helpful to the girls. I also participated with the other Southern Teaching people at Lane in a survey of Fite's Bottom, a slum in Jackson. We got information to enable the staff and students of Lane who are interested to begin some projects to improve living conditions, etc.

III. I wanted to teach this summer in this program because I am interested in Negro education in the South as the major way to achieving full equality, because I like teaching, and because I thought it would be interesting to live in a Southern Negro community at this particular time. The summer was not terribly different from what I had expected, except that I've become much more pessimistic about Southern Negro education (see mimeographed letter). I was alo disappointed at the less-thatn-hospitable reception by the faculty at Lane. There was really no chance for any of us to talk with faculty and admini tration about problems of the school. And there was virtually no social contact between the white and Negro faculty. I did most of my socializing, as a result, with students and the others in this program.

IV. I'm not sure really what the major satisfaction of the summer was. I suppose it was just bringing in some of the outside, more sectarian, more liberal world to a few students who were receptive. Because I was only at Lane for five weeks, I really had little time to establish very close friendships or following. Yet I tried to encourage the brighter students to go on, to take the more difficult course of study, to pursue fields other than education (if they weren't really interested in teaching) by pointing out the real possibilities. The experience was valuable to me as a learning experience. To understand the Southern Negro "Christian" institution was difficult, often exasperating, but it has made me more able to discuss realistically the probelms and the progress of the Negro and of the South. I think, also, that my coming from the South was beneficial to the program-- both the Negroes and the few whites that I met seemed much more open to me and to the program because of it.

V. Besides the problem of scant contact with the faculty, described above, I think that the other major problem arose in dealing with Negro boys. There was considerable pressure, from the most liberal Negroes, not to mix heterosexually. And I found that being terribly friendly could lead to an explosive situation. I think that it ~~might be wise to advise single girls in the future to act more reserved toward men students than I did-- at least~~

FIVE WEST AVON PARKWAY
LAKEVIEW PARK
ASHEVILLE, NORTH CAROLINA

until they have become familiar with their local situation. We had almost no dealings with the white community, which I feel, was unfortunate. I don't know what can be done about this in the future, but I think it's important that the white community at least know that there are outsiders in town who are teaching. (Also, see mimeographed letter, p. 4.)

VI. It's difficult to say what qualities you should look for in teachers next year. I think that it is important that you expand recruitment beyond Yale-- the more heterogeneous the group, the better. I would only beware of militant civil rights people who end up being contemptuous of Negroes. Yet a certain critical spirit is necessary-- but how do you judge these things?

VII. The orientation program at Yale was, for me, not terribly helpful. It was too general, did not cover specifics that I would have liked to have known. Perhaps next year, you can improve by getting 1964 teachers from each school to orientate 1965 teachers going to the same school. I felt that the mid-session orientation (?) meeting at Memphis was quite helpful, in that it brought under discussion important factors, provided me with helpful information, etc. Also-- it was a relief to get away for a weekend to let off steam with others in much the same situation.

VIII. My students, I feel, benefitted from having a teacher who was demanding, who encouraged disagreement and original thought. Five weeks, however, was not an optimal time in which to introduce such procedures into the classroom. As for the school-- I don't know. I think that getting outsiders inside was important-- it provided the school with a new measure of criticism, a new approach to education, another set of values.

IX. I do think the program should be repeated next summer. For Lane, I think that much more of an effort has to be made by school authorities and faculty to include the Summer Teaching Project people in its program. The remedial reading course would be most valuable, though I feel that others might find teaching in the regular summer school valuable.

X. I would consider teaching at a predominantly Negro school for a year or more after I have gone back to school for a year or more. I am convinced that any major influence on a school or its students can be exerted only in such a program (i.e., for that amount of time). ~~I would prob-~~

I would recommend teaching for a year to those friends who are tremendously interested in teaching Negroes in the South, or who would like to learn more about the Southern Negro and the South, etc. I would not recommend it to friends who are intent on finding a good college teaching job-- because the students are not that good, the academic climate (at least at Lane) is not conducive to good scholarship, and the intellectual, cultural, and social climate (outside of large metropolitan centers) can be stifling.

I would recommend the summer project to anyone whom I feel is interested, mature, and competent. I think that it provides a valuable experience for all concerned, and will be willing to act as contact man (or whatever you need) if you like, at Berkeley, this coming year.

Sincerely,

Susan Gumpert

Susan Gumpert

August 6, 1964

Today makes the 22nd day that I've taught here at Lane College in Jackson, Tennessee. That means that I have eight more days to go, and no one is more aware of that fact than the teacher of my students! For the fact is that one is constantly aware of each day's exertion, of each day's struggle, of each day's very conscious effort to keep struggling.

I came to teach at Lane College (enrollment during the regular year: 700; during this summer session, 175) for three reasons: I am interested in the attempt of the Negro to make himself a "first-class" citizen; I feel that education is the best way of achieving real equality; and I thought that I might do something to help in the way of education; and I felt that it would be interesting to live and participate in a Southern Negro academic community at this point in the civil rights revolution which is rocking this country. A month at Lane College in Jackson, Tennessee (population: 33,000) has not changed my feelings, but it has altered my outlook considerably. I came here essentially an optomist-- I will leave here with serious reservations about the ability of the Southern Negro to improve his status through Southern Negro education.

Of course, Lane College is not the only "predominantly" Negro institution of higher learning in the South. Nor is it the only school to which "exchange" (white) teachers have been sent for the summer through the Summer Teaching Project, a pioneering project organized by a few Yale Law School students last spring which is supported by large grants from several foundations. Altogether, there are 55 of us down here teaching at 13 schools in the South. The majority are either professional or graduate students with at least one year's training beyond the Bachelor's degree. About half this group met in Memphis for a weekend conference several weeks ago, and there I learned that some schools are better than Lane, and that others are, unfortunately, even in worse straits. But Lane seems typical of the schools not located in Metropolitan Regions (like Memphis or Houston), and not state-supported (like Arkansas A M and N, in Pine Bluff). And there seem to be many of these schools, most of them, like Lane, church-supported, which consider themselves institutions of "Christian" learning. And it is because Lane is typical of these many schools, that I feel gloomy about the prospects of Southern Negro education.

Actually, Lane seems to be much better off than similar schools like Rust College in Holly Springs, Miss. (but then Mississippi may present a different case altogether-- more about that later), or even Tugaloo College, in Tugaloo (near Jackson, Miss.,) or Philander Smith College in Little Rock, in its physical plant. The College sits on a hill in a Negro section on the Eastern side of Jackson. One approaches to see large, well-kept buildings, all brick. Altogether, there are seven large buildings (a library, a science building, the administration-classroom building, and four dormitories, the newest of which is only a year old), and two smaller buildings, a music and business building, and an old gym. The campus is pleasant-- it runs for about half a mile along two sides of Lane Street; the grounds are nicely shaded and well-kept; students walk leisurely from one building to another. At the entrance to the College (i.e., after you've crossed the two sets of railroad tracks) is a large sign which indicates the name of the school and gives its motto: "ESSE NON VIDERI."

And it's really the motto which gives one the biggest clue to the college, certainly more than the name of the school (pleasant enough) or even the buildings (pretty impressive). For if one enters into the life of the school with the motto in mind, Lane College becomes a study in irony.

The latest edition of the Lane College Catalogue states that

> the primary purpose of the College is to provide opportunity for study of subjects of recognized cultural value and to develop the power of independent thought and expression.

The first way in which it seeks to do this is by developing "skillful and adequate use of the English language." Let me show you how well this objective has been achieved: "The Radical though that the South should be treated as a conquered nation and if they were coming back into the union they must do as the North say so. The Radical wanted the Negro to have equality for political and economic reason as a first class citizen. The Negro was granted the right to vote. and the Radical used the Negro vote to elect their President and to keep the south in its place." I quote here from a paper of a Lane College graduate, now a teacher, who has returned for extra courses. His paper (and English) is about average; there are some worse, very few much better. Somehow or other, these people are not getting trained in English. Part of the problem is that they do not speak correct English, largely because they never hear it spoken correctly. But there is more too-- every one of them goes through a freshman English course which consists primarily of grammar, and they emerge (or so it seems) completely untouched by their experience. Worse than the poor writing, of course, is the inability to read which one finds here. A woefully thin vocabulary, an inability to paraphrase the thought of even one sentence at a time, and an unbearably slow rate of speed, characterize 99% of the readers here. The exceptions to this are provided by students from large cities in the North and in California-- Chicago, Philadelphia, Los Angeles. Which leaves one to understand that reading troubles stem from early [illegible] the College does nothing to cope with the situation.

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At one point, the President of the College, Dr. Kirkendoll, had agreed to begin a pilot project next summer, getting one hundred pre-freshmen on campus, for a remedial English and "logical thinking" program; but I'm not at all sure that it will come through. The arrangement was to provide students from the Southern Teaching Project to teach.

As things remain, in any event, the poor English skills of the majority of the students limit severely any effort to teach material which is even slightly advanced. And, from what I can tell, there is very little good teaching going on. In the first place, many of the teachers are old-- too old to teach. They come here after being retired somewhere else; the school needs a certain number of faculty with advanced degrees in order to retain its accreditation. (It is a full member of the Southern Association of Colleges and Secondary Schools.) Dr. Hancock provides a perfect example of the elderly teacher-- he must be at least 80, has a speech impediment, cannot see well enough to prevent his students from cheating on exams, teaches history and Spanish -- and has a PhD in Latin American history. The other older teacher began teaching here years ago, has tenure, and is firmly entrenched. The heavy teaching load keeps most of these people from keeping up with their respective fields, and they are teaching the same material they taught twenty years ago-- or longer. But it's not just the advanced years of many on the faculty which hinders education here; it is something much more viscious. For the truth is that these people are, themselves, not interested in learning. They consider themselves "Christian" educators, and they want to produce "Christians-- good Christians." The most outstanding example of this attitude that we've discovered so far is the neglect by the biology department of the theory of evolution. Tennessee was, of course, the site of the Scopes Trial, and there is still a law on the books here forbidding the teaching of evolution in public schools. Several women were even fired for teaching it last year. Since the majority of Lane graduates will teach in Tennessee, the school is hesitant about teaching it. But it is more than that-- most people here do not want it to be taught; they fear that it denies religion. The President of the school is probably most hesitant, because he is looking forward to promotion to a Bishopship in the Church (Chlored Methodist) with which this school is affiliated. The religious tone manifests itself in other ways as well, perhaps more subtle, but equally sinister. The attitude toward learning on the part of the faculty seems to be more of delivering revealed truths than encouragement to discovery of truth. Other ideas are steered away from-- the Chairman of the Humanities Department feels that Freud is "dirty," and should not be taught. English courses concentrate heavily on literature through the nineteenth century; there is one course (1 semester) offered on contemporary literature. There are three philospohy courses offered (6 hours worth); and 20 religion courses, including one in "The Minister's Wife." Sociology is good, history could be better, and two courses are offered in political science-- American national government, and American city government. There is no major in psychology; all psychology is educational psychology.

Another major problem here, of course, is that most of these people are being accredited to teach. The problems which attend all education institutions are found at Lane. Students take courses for credit, not because they are interested. Each student carried around a "need sheet" at registration which indicates what requirements he must fulfill. One cannot really hold the school at fault for concentrating so heavily on education, education courses, and education requirements, because most Negro college graduates could become only teachers. But the scene, hopefully, will change. Now many will be able to enter other fields-- and they aren't really being prepared for that. Moreover, when integration hits public schools here, they will be in competition with whites for jobs, and education is the only thing that will save them; as things stand now, they can only fail. My one A student this summer, Mr. Eason, is a biology teacher in a small town in Southern Illinois. (He hadn't been taught evolution here-- still learned it on his own, but was unaware that it was accepted as fact by all scientists). His school is to become consolidated and integrated after next year; and he thinks that he will lose his job. He would have to have a superior education to stay on, and he doesn't. But he's bright and can probably get money to go to graduate school. What about the average people?

But before I get off the subject of bright people: they're the ones who seem to get discriminated against here. First of all, they aren't required to (or challenged to) do their best. Secondly, they seem to be the ones who will question the teacher in class, and for this they are only penalized. One student who had retained an A average throughout the year, got a B on her report card. She went to the teacher and asked for an explanation. The answer, "Why, child, do you have to talk back all the time. Don't you know your place?" Sounds like a whilte talking to a black, doesn't it? I have the feeling that the majority of these Negro teachers feel that they are talking to niggers.

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Or perhaps I'm being too harsh. The less sensational analysis would be that the administration and most of the faculty are trying desperately to become middle class and achieve middle class respectability. There seems to be a disdain, for example, of paperback editions-- they aren't as solid, as scholarly, as dignified as hard bound books. Teachers are evidently discouraged (if some should have the inclination) of encouraging their students to purchase them. The fact that hardbound books are more xpensive and that their purchase by the students brings more profit to the school bookstore may also have something to do with this attitude. But paperback books don't really tell the whole story. The point is that the main preoccupation here seems to be with appearances, rather than with learning. Students are always being lectured on how they ought to look, rather than on how they ought to learn. Those who accept the rules of conduct are the most favored students. At least as much emphasis is placed on going to church as on going to class. And the results are as might be expected. I have just gone over some of the test scores of these people (my office is regularly the office of the head of testing, and the files are right here-- unlocked): Of about fifty students taking the graduate record exam, (not the aptitude, but the area exam-- whatever that is), not one got as high a raw score as 500 (average). The highest scores were around 460; the vast majority were in the 2 and 300's. But what more can you expect? And though we blame the faculty and administration, it is likely that these students will be the faculty and administration of the future (and the worst students will betteachers in the public school system).

What can you do? Certainly nothing, if you are here for one summer-- except maybe to encourage the brighter students to leave Lane. The only solution seems to be to replace the current personnel with more aggressive, less religious, more progressive people. One such experiment will be tried in the future, though at the moment this is not to be publicized. But a group of professors from Northern institutions have just ogtten a large grant to, in effect, take over one of the Mississippi schools. They hope to get in a good president, and to begin from there. Lane, however, is not to be "taken over." All signs indicate that the present President is satisfied with the present program, in general, and will make no significant changes.

So that's the situation. I feel quite frustrated, as do the other three who have come down here for the summer. The one possible exception is Joan Gardner, a professional artist, who has been delighted with her creative (and, therefore, nonOverbal) art classes. The students here show amazing talent, have good ides when encouraged, use color without inhibition. The rest of us are less encouraged. Frank Gardner, scientist at Yale, teaches biology, and this session, conservation. Having spent two weeks on the origin of life in lectures, he gave a test on same. One lady who came up after every class to make explicit how much she'd learned, wrote in answer to the examination question: "And God c eated the plants and the animals, and later they all got xxxxxx universal names." Leslie Epstein, in the Yale drama school, twaches psychology (he's concentrated on Freud) and anthropology. He probably has made the greatest impact; it seems as if half the schoolare running around with a paperback copy (he dified the general disapproval of them) of Freud's INTRODUCTORY LECTURES. I am teaching two classes-- which is a story in itself. About April, I was notified that I was to teach American city government and American history. I had never ha d a course in city government, but I read up on it, prepared materials, and even ordered books for my students to buy. I wrote to the Dean here asking whether the course in American history (5 weeks) was to cover the entire span of American history. Receiving no reply, I prepared a smatter course covering from 1789 to 1860. When I arrived at Lane, I was informed that I would be teaching American national government and American history from the Civil War to the present. There went all my preparation (and even more important, I had not prepared for the courses I was to teach), and the books I brought to use and the books I'd ordered were, for the most part, unusable. But I have taught anyway, using in political science, every book I could find in the library (not many), and using a documentray paperback text along with Hofstadter's AMERICAN POLITICAL TRADITION in history. My political science class is small, five students,all of whom are at least interested. No one of them is doing tremendously well, but at least none are failing. Once in a while, one of them will do brilliantly on one test question, but fail another. I work them fairly hard, yet feel as if I'm not really getting out all of their ability. Still, they are lively, for the most part, motivated, and fun to teach. My history class is another matter: most of the students, unlike my political scientists, are not regular students, but teachers coming back to fulfill requirements. Their ability is generally less, and their interest, almost zero. I have concentrated on the history which most affects them (emancipation, reconstruction, Jim Crow, reform, civil rights), trying just to get them to imagine what other times were like, and how they fit into American history. But it is tough going; very often I become discouraged. (As this memorandum, no doubt indicates!) And it's not just the students-- the weather has part blame as well. It rarely goes below 90 here, and there is one semi-airconditioned place for public use, in the library-- which is closed in the afternoon-- during the hottest part of the day. The sweltering heat, plus the fact that students who live on campus are fed just twice a day-- at 8 in the morning and 2:30 in the afternoon-- means that sleep is the order of much of the day. Of course, the President and the Dean both have

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air conditioned offices, and there are two air conditioners in the "Conference Room" in the science building-- a room for faculty meetings which has been in use exactly twice to my knowledge this summer.
So emerges the irony of Lane College. To be and not to seem-- only a motto, nothing more.

But everything is not so gloomy, and I have found working and living in this community highly interesting, instructive, and often, fun. I live with the girls in Smith Hall-- have the room of a regular faculty member, which means private bath, double bed, large room, etc. The other exchange teachers live in faculty apartments; they have the advantage of ice boxes and privacy. I have come to know my "dormates" well. I find the students nice, for the most part. Many were terribly reserved at first, but they have warmed up considerably. They come in at all hours to borrow my typewriter, to cry on my shoulder, to ask my advice on everything from Spanish to future careers. There are often long bull sessions-- mostly about life at school (which keeps these girls almost imprisoned) and sex, though once in a while we talk over social problems (other than civil rights) and books. I find that they really need someone around to help them wonder about things they encounter-- why people act in a certain way, what has to be done by them (Negroes) to supplement civil rights legislation, how to apply to graduate school, when to get married. I wish at times that I were older and wiser-- often I feel more lost than they. My relations with the boys on campus are a bit different, because interracial heterosexual relations present more of a problem. In the first place, the white community is terribly sensitive to negro-white boy-girl mixing; but even more than that, there is a Negro cultural context in which every firendly greeting by a girl is seen as a sexual advance. I came here extra friendly-- I have become more reserved.

There has been little occasion to observe the white community's reaction to our presence here. I arrived after the major effort had been made to integrate public accomodations. The Gardner's went with Albert Porter, the one good Negro friend we've made) to eat at various places. They received word later that "those beatnicks from New York" had come to integrate. I'm sorry that contact with the white comunity has been so limited. We talk to merchants downtown who are friendly enough, but then we are customers. I went to the public health clinic here to have some stitches taken out, and the doctor seemed interested, certainly not hostile. My one effort to make contact came when I called a friend on an aunt of mine, a Mrs. Rosenbloom, whose husband owns a local department store. It was quite embarassing, as she almost denied knowing my aunt, after she heard that I am teaching at Lane. The few whites whom we have met are friends of Porter's who seem to be ostracized by the white community. Relations between the races here are, at least, civil. Last year, the Negroes launched an economic boycott against all the town's merchants in an effort to get them to hire Negroes. The boycott hurt the town (as 1/3 of the population is Negro) and also achieved its goal. Yet several days ago, several employees of one of the banks came to talk with Porter about discriminatory hiring procedures there. Last week was also the time of the Tennessee democratic primary, in which the first Negro since reconstruction was running for a state office (representative) from this county. He came in last out of four candidates; perhaps because Negroes here are not that interested in winning political representation. In the race for the short term of Estes Kefauver, in the senate, the liberal candidate, Ross Bass, did win-- probably because of wide Negro support, though also because the white conservative votes were split between two other candidates.

I want to end the not-so-breif report on this page, so I'll mention just a few more things: As we are essentially part of the Negro community, we have found most of our entertainment in the two Negro clubs in town. Palm Gardens and Eastview are places to go for beer in the afternoon, for beer and jazz (the band is pretty good) at night. There is no dancing, but these people sit and dance-- what amazing rhythm and feeling for music! My best friends here, besides the Gardners have turned out to be the girls who work as secretaries in various offices on campus. I have lunch with them often, drink beer, etc. I have mentioned Albert Porter before-- as the one truly hospitable, friendly Negro around. He has taken us under his wing; I feel quite free to barge inth his air-conditioned home anytime, to watch television, get something to drink. The remainder of the faculty has been less cordial, though the women chirp about me, trying to make me one of their children. There was a dinner given for us by the faculty, a welcome dinner, last Friday-- 9 weeks after the others arrived; four weeks after I got here. But there has been almost no exchange of views between the faculty and us. We did work for a whilte on another major project-- taking a survey in Fite's Bottom, a Negro slum. Went to 100 houses; 3/4 have outdoor bathrooms, many have no water, no sewers, etc. Porter hopes to use the information recorded to improve the situation. And when Jackson becomes too much to take, there is always Memphis 85 miles away: witha wonderful zoo, an art museum, and even some theater. We've gone several weekends.

Well, people, this is my story-- at least in part. Hope you have the patience to read through it-- and find in interesting. Want to do something like this next summer? If so, let me know. I'm recruiting-- it is worthwhile.

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Bishop College Remedial and Enrichment
Program
Final Report: English Department
August 21, 1964

No Comment

The members of the English Department of the Bishop College Pre-Freshman Remedial and Enrichment Program should like to express their enthusiastic approval of the aims and intent of the summer program. Our experiences during the past six weeks clearly confirm the need of such intensive work in order to prepare the Bishop freshman for a regorous college program. Moreover, the response of the students indicate their willingness to undertake the difficult and demanding task of combating the legacy of twelve years of inferior and inadequate preparation. In general, the students have shown themselves to be serious and well-motivated, concerned with the deficiencies in their own background and dedicated to the work involved in remedying these deficiencies. Students showed a wide range of both preparation and ability; homogeneous grouping made it possible for teachers to attempt to meet the particular needs of the students they faced. The variations in course content which developed during the six weeks' program emphasize the importance of maintaining ability grouping and autonomous programming for the different sections. If the program is to have maximum effectiveness on an individual basis, however, it is essential that in the future the size of classes be strictly limited. A always in a pilot program of this kind, we have learned much from both our successes and our failures. Against the background of our overall enthusiasm for the response of the students to this summer's work, our report will concentrate on recommendations for the future of the Bishop College Remedial and Enrichment Program as derived from the summer's experience.

The greatest single source of difficulties this summer derived from inadequate communication between Bishop College and the instructors in the summer program. Some of us arrived with only the vaguest notion of the content of the summer program and of the courses that we would be teaching. Attempts to ascertain such information prior to our arrival met with no response. This lack of adequate orientation seriously hampered course work during the early weeks of the summer and cost both teachers and students valuable time. Such a lapse is certainly understandable when a program is being tried for the first time. It cannot be allowed to happen again. Therefore, we recommend:

1. Teachers for the pre-college summer program should be hired by Bishop College no later than 3 months prior to the opening of the summer course.

2. The administration should provide teachers with a general indication of the ability group which he will be teaching. Some effort should be made to match assignments with the teacher's preference. We found this summer that the section could best be considered under three general headings:

a. Poor - lacking in the most basic communication skill. 6-10 grade level. Especially important to emphasize grammar.

b. Average - below average college freshman. Need work in grammar and composition. Capable of some critical work.

c. Good - Although lacking in many skills, able to do critical work and analysis. Information of this kind would be a great help to the teacher in planning his summer work.

3. Given to diversity of student needs and problems, a variety of grammar text should be available. A list of these should be provided to the teacher so that he can acquaint himself with them prior to the summer sessions. Some of these might include: Dodge's How to Read and Write in College; Walsh's Plain English Handbook; Marter Hall Junior English Review Exercises; some of the newly developed programs in reading and spelling; the English 1600, 2600, and 3600 series. Some effort should be made to go more deeply into the availability of texts in basic skills for students of advanced age and maturity

4. Teachers should be asked to submit a list of the texts they will need for their sections as early as possible. The book store should purchase enough copies of each book so that they will be generally available to students in the summer program. This will greatly increase the flexibility of the summer program in literature and make worth-while books easily available to the students.

5. In addition, the teacher should submit a list of supplementary work and secondary materials which can be secured by the college and made available to students for library and research work. One of the aims of the summer program, especially for more advanced sections, should be to acquaint students with the relation between their study of literature and critical of his aical work in the field.

6. Teachers of more advanced sections should be encouraged to develop critical techniques of reading and analysis with non-faction as well standard literary works. Materials in history, science, politics, criticism and philosophy might well provide fruitful sources of material for advanced sections.

The organization of the summer program into homogenious grouping should be continued. However, some problems are of such of basic nature as to elude treatment in an ordinary classroom situation. Therefore, we recommend:

7. Every effort should be made to find a more nearly valid group of tests for sectioning. The gates test was in general, satisfactory. However, some effort to find a more comprehensive and more thoroughly diagnostic testing program should be made. Possibly the Iowa tests (on a secondary school level) could supplement or replace the Gates test. The Schrammel Tests (or a better test of English usage, like the English Composition Achievement test of the College Board) should be made available to instructors. If at all possible the SAT should be required of all meaning freshmen so that scores will be available for summer sectioning. More time is needed at the beginning of the program for testing and sectioning. Perhaps the students could arrive on a Thursday or a Friday leaving the weekend for grading and sectioning.

8. Bishop College needs a Reading Clinic. One of the fundamental problems of many students is poor reading comprehension. Remedial reading is a highly technical specialty, one which requires years of training and experience. A full-time Remedial Reading instructor should be hired and a clinic should be outfitted. This clinic should be ready by next summer. Instruction should be available on both an individual and group basis. Some attempt at developmental as well as remedial work should be made. However, for the superior students work in critical analysis of texts is far more important than increased reading speed.

9. The program next year should last ten weeks.

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10. Class hours should be reduced to 3 hours per course per day, subject to revision by the instructors.

11. Supervised study should continue to be optional.

12. Every meaning freshman should be required to participate in the program.

Difficulties continued to arise during the summer as a result of inadequate coordination and lack of office facilities. Dean Knight's secretary was a great help; however, she could not be expected to devote her full time to the needs of the summer instructors. We recommend:

13. A special office should be made available for exclusive use of the instructors in the summer program. The demands for typing and mimeography work will increase with the number of sections and instructors. A full time secretary should be hired for the summer program. She could also act to coordinate communication between the administration and the instructors.

14. The three student study center classrooms should be available every evening for extra sessions, and if possible the music hall rooms also.

15. Each instructor should be provided with a key to the student study center and/or his individual classroom to prevent delay due to locked doors which occured periodically this past summer.

16. The regular teachers should have the opportunity to meet with the pre-college teachers in their fields to discuss curriculum in order to avoid repetition and to establish some continuity between summer work and the freshmen year.

As we have already indicated the strength of the summer program derives primarily from the willingness of the students to improve their academic situation. Moreover, many Bishop students are quite bright; inadequate preparation is no reflection on interest, intelligence or ability to perform. We are somewhat skeptical of the charge that the Bishop student is not "sophisticated". Both in class and outside of class, many of our students have proved to both interested and interesting, bright, emotionally mature, often quite witty, and highly critical of the social milieu at Bishop College. Their complaints are both thoughtful and responsible. The administration cannot afford to disregard

them. If Bishop College is serious in its plans for the future, it will have to create a situation which will accommodate and satisfy the bright and independent minded student. The morale problem at Bishop is not restricted to the dissident, the malcontent, or the playboy. It effects Bishop's finest and most promising students. Therefore we most urgently recommend the administration of Bishop College should undertake:

17. A serious revaluation of the college rules concerning dress, hours, and dating. Students must learn that it is possible to enjoy a full social life without having to hide in their rooms or sneak away from the campus. They must learn that one can dress casually-- and with style. They must learn that they can have a good time -- and with good taste. An interesting and enjoyable social life is essential to both student and adult. Bishop students are young adults and they must be allowed to live as such. Current rules are not merely unrealistic; they tend to hamper rather than aid the social development of Bishop students.

18. Because of the special intensity of the summer program and of the difficulties which always attend the transition from high school to college, good counselling becomes terribly important. Bishop students need more and better counselling. We recommend that outstanding students from this year's program be invited back next year as counsellors to the pre-freshmen. They should be remunerated with free room and board and free tuition for courses in the regular summer school. Their experiences this summer should make them the best qualified candidates for such a position,

19. The pressures of the new experience of college create problems which students often cannot cope with on their own. Professional psychiatric consultation should be made available, if not mandatory, for problem students. Several experiences this summer have made evident the existence of mental and emotional problems apparently beyond the reach of ordinary guidance techniques.

20. The summer program should include a series of outstanding American and foreign films. Such a series would

both valuable entertainment and cultural enrichment. An attempt should be made to include more activities -- trips, panel discussions, plays. This becomes particularly important when the session expands to six weeks.

We should like to close by once again affirming our belief in, and enthusiasm for, the Bishop College Remedial and Enrichment Program. We should like to thank those in the Bishop Community who made our stay here both enjoyable and rewarding. Working with Bishop students has been a privilege we shall not soon forget.

Respectively submitted,

Dixie [illegible]
Susan Knight
Vida Butler, in absentia
Robert Anderson
Morris Kaplan, Secretary

EMILY STRONG - S. I. at Philander-Smith College

Dr. Cothran

Rec'd 8/31/64

QUESTIONNAIRE FOR SOUTHERN TEACHING PROGRAM INSTRUCTORS

I. The first five weeks I taught Modern Mathematics for Elementary School Teachers and College Algebra and Trigonometry. The second five weeks I repeated the Modern Mathematics course and also taught Analytic Geometry. I lectured a total of eighteen hours per week.

Our textbooks were those recommended by the regular head of the Mathematics Department. The Modern Mathematics text gave a thorough foundation so that the reader would be able to understand any of the new mathematics teaching plans. The texts for the other courses were written for high school seniors or college freshman.

Taking the Modern Mathematics course were a few juniors and seniors, several school teachers with one to three years of experience, and several others who had taught considerably longer. In the other courses there was a majority of college students, each of whom had completed at least one year of college. The othere were elementary school teachers.

Because the other members of the Mathematics Department were on leave for the summer, there was no supervision beyond the format for the final grade reports. The mathematics courses were part of the regular summer program.

In general the above conditions were satisfactory. However, it would have been helpful if the head of the Mathematics Department had been available for a conference after the first day or two of classes.

II. The summer faculty helped organize various programs, picnics, and social evenings. I participated in the extra-curricular activities, particularly the folk dance. Future instructors should examine possibilities for chapel programs and special ~~progra~~ discussion groups with students.

III. The chief reason I participated in the program was that it gave me an opportunity to contribute to the improvement of Negro eduction, a cause in which I was interested. Other reasons were thatI wanted teaching experience and a first-hand knowledge of life in some section of the South and in some Negro community. The summer was more enjoyable than I had expected, possibly because we were readily accepted by the college community.

IV. The major satisfaction was discovering among certain members of the faculty and student body a common interest and willingness to work toward better education. The wxperience was valuabe to me personally for I learned much about various aspects of race relations and eduction, had the satisfaction of teaching, and the pleasure of making many new friencs.

V. The major teaching frustrations arose from a lack of basic mathematical skills among the students. These deficiencies made new concepts difficult to convey. Daily homework assignments, weekly tests, and class discussion insured that everyone was familiar with the topics at hand, but few students realized that thoroughness was essential in the courses. Special problems arose from students who were slow in obtaining the textbooks, who copied each other's work, or who simply could not handle the courses and were worried about tuition or teaching contracts. Had some of these problems been more clearly delineated in discussion with faculty and administration at the start of the session, their solution would have been easier.

The imminent resignation of the president appeared to cause a lack of sense of direction among the faculty and administration throughout the summer. There were no special problems with the local community.

VI. Qualities such as maturity, sensitivity, and an interest in Negro eduction are desirable. One should have the ability to see new possibilities for improvement and the drive to realize them. Furthermore one should be able to mix easily with students and faculty to bring about the benefits of such fellowship.

Teachers should not feel that they have to excell in every way, but rather simply do their best in the areas toward which they feel naturally inclined. However, I feel that the primary goal of the program is the improvement of Negro eduction; therefore, it is highly desirable to select teachers who have a genuine interest in the subjects they will be assigned. It would be desirable to have some of the teachers from this summer participate again.

VII. I did not attend the meeting in New Haven. I think a spring orientation meeting based on information gained from the work of this summer would help. The participants could be encouraged to think about special activities as in II, in addition to their teaching responsibilities. There should be a second orientation meeting before the first day of classes at thich time the participants could talk to the regular faculty members.

VIII. The students received courses which I feel were more thorough, more up-to-date, and more stimulating than some of those previously offered. Furthermore, because the teachers were close to the age of the students, the two groups were able to mix and learn from one another; possibly the students were more stimulated to study under younger instructors. Discussions with individual students were helpful.

The college obtained a new look at itself, through the reactions and comments of the summer teachers. We conveyed our opinions and suggestions to the faculty, the various deans, and the president. I hope that our presence was a stimulus to the improvement of the college.

IX. Yes, the program should be repeated. Various modifications in the orientation program and teaching supervision have beeen mentioned above. Closer contact with the individual colleges would enable the colleges to utilize the participants more fully, and to improve the selection of courses to be offered. Other modifications in the selection of colleges and participants would follow from the experience gained this past year.

X. I would consider teaching at a predominantly Negro college for a year or more, and I would recommend this type of position to friends. Given a individual with an interest in Negro education who wants to teach and a college striving for improvement, the results are mutually beneficial.

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JAMES H. MATLACK - S. I. at Rust College

Prof. Morland

Rec'd 8/31/64

RESPONSES TO A QUESTIONAIRE
FOR SOUTHERN TEACHING PROGRAM INSTRUCTORS

Submitted by: James H. Matlack, 369 Ellsworth Ave., New Haven 11, Conn.
(Presently a doctoral candidate in American Studies at Yale Grad School)

I. Under the sponsorship of the Southern Teaching Program, I spent ten weeks this past summer teaching at Rust College in Holly Springs, Mississippi. I was a member of the faculty for the regular summer session comprising two terms of five weeks each. My commitment began on June 1st (which is inconveniently early for a normal graduate student) and was over by August 8.

I went to Rust to teach an American Literature course. During registration only one student signed up for the course in question. Thereupon I worked with the single student in American Literature on a tutorial basis and, in addition, took over the survey American History course. It had about ten students in each term. It met for 2 hours weekdays and 1½ hours on Saturdays. I held tutorials for my single student of roughly comparable length. The basic text for the American History course was a good one, the survey written by Aaron, Hofstader, and Miller. Extra material was placed on reserve in the library and independent reading encouraged but rarely carried out. The literature tutorials lasted for only five weeks of the first term during which we read at times from a useful survey anthology but more frequently from full-length novels such as Huck Finn.

The academic performance of my students represented a fairly wide range but all were working well below college level by usual standards. Some of those attending the Rust summer session were teachers in the state school system getting credits to renew their certificates. These in-service teachers were often totally inert mentally, although the ones in my class were much better than average. Others among my students had flunked the course during the normal school year. They did only a little better in the summer rerun. About half of my students were regular Rust students who chose to take the course in the summer due to scheduling difficulties or so as to accelerate their progress toward graduation. One or two students in each term were truly bright and able, but even they (or, better, they more than the others) suffered terribly from the cultural deprivation attendent upon being a Mississippi Negro. Overall, the educational level of my course was equivalent to about 9th or 10th grade in a decent high school in most parts of America. Even with ample advance warning, the first quiz was a shock.

Throughout the ten weeks of teaching (my first-full-scale attempt) there was a minimum of supervision by the administration. There were virtually no controls or regulations to hamper me or in any way to dictate the content, methods, or other aspects of my course. I had no master-teacher or other faculty member with whom I had to operate. The six participants from the STP at Rust were urged to be original, to innovate, and to conduct their classes in whatever manner they saw fit. This freedom was extremely valuable to us in finding our footing

as novice teachers. I have no specific suggestions as to changes in the conditions under which we worked.

II. The most important of my extra-curricular activities were not associated directly with Rust College. I shall discuss them under III and IV below. Within the school, I served on several faculty committees, as did the others from the STP. We all gave several individual evening seminars in our fields of study for students and faculty members as well as seminars on topics in the field of education (e.g. academic freedom) for the faculty alone. I joined in a panel presentation during a chapel service and another panel one evening to discuss the newly-passed Civil Rights Bill. I helped with some volunteer work to recatalogue the library. One of the most successful episodes of the summer was a student vs. faculty softball game.

III. and IV. My initial impulse to participate in the STP came from my desire to be in Mississippi during the summer of 1964 and to be a part of the various civil rights activities which were to take place there. I had already been in the state briefly once before working with the Council of Federated Organizations (COFO) on voter registration. I would, however, be accompanied by my wife and 18-month-old son. This fact made an assignment to a COFO "freedom school" somewhat awkward. On the other hand, I was a graduate student desiring to teach at the college level. I was anxious to have some teaching experience and to be able to work with some of the materials on which I would be tested in my general examination in the fall. When the STP emerged, offering the opportunity to do academic work in the Mississippi summer environment, it was a perfect solution. In retrospect, the summer worked out very much as I had expected it to. The students were even less developed that I had anticipated but relations between ourselves and the students, faculty, Negroes generally, and various members of the white community followed generally the pattern which I thought they would. In particular, my attitudes toward (or stereotypes of) the viciousness of the present social, political, and economic system in Mississippi were on the whole vigorously confirmed.

My greatest satisfaction from the summer was not derived explicitly from the teaching situation but from being a part of the Negro Community in Mississippi for a time, especially sharing in the exciting developments of the Freedom Summer of 1964. As I indicated above, my interest was dual throughout the ten weeks. The combined concern for education and civil rights was also characteristic of most of my students. Thus, although my classroom was a source of reward and well as discouragement, my deepest sense of involvement was with the plight of all Negroes in Mississippi and with the brave first steps taken this summer to improve their situation. I worked with the COFO personnel on several projects on the side, especially the formation of the Mississippi Freedom Democratic Party. The personal contacts and shared experiences (such as a Negro's first attempt at registration or being the object of intense police harassment) which arose out of this work were profoundly moving and, in their own way, inspiring.

The summer became a valuable part of my academic background and intellectual development. Further, it reinforced my dedication to the present phase of the civil rights struggle and to the necessity for conducting it in accord with a philosophy of nonviolence. My sense of moral outrage was renewed, but so, too, was my sensitivity to discrimination wherever it is practiced. I hope to be more active and effective in working for racial equality in New Haven as a result of my summer in Mississippi.

V. There were many frustrations in the course of the summer. The essence of the whole experience was contrast--much good and much bad, exhileration and depression, despair and great hope for the future. The students had difficulty in adjusting to a white teacher. It took about a week each term to gain their acceptance and trust. The understandable but tragic deficiencies in their preparation made teaching a slow, laborious, short-range proposition. Not even the most basic facts could be taken for granted and every point had to be repeated several times over. Although generally eager to do well, few students really read their assignments with adequate care and almost none knew what an intense, sustained course of study required of them. The frequency of cheating in quizes or written papers was a disappointing note.

There were few problems in my relations with other faculty members or the administration and none which directly affected my teaching. My wife and I both wanted to cultivate friendships with the regular staff at Rust but were only partly successful in our efforts. A few very close relationships developed but a number of faculty members remained cool throughout the summer (with a variety of good reasons from their standpoint). Overall, we were readily accepted into the Negro community in Holly Springs and Mississippi. Unfortunately, at present one cannot be a part of both camps, Negro and white, in the state. Despite our earnest efforts, no genuine contacts with whites in Holly Springs developed. The height of our campaign to reach the whites was symbolized by a local banker's patronizing suggestion that it might have been all right for us to come down and teach "our colored" at Rust if we really wanted to, so long as we appeared on campus only to be in the classroom and lived the rest of the time in some white boarding house in town. There were, in addition, a variety of verbal insults and threats and a few situations of physical danger encountered during the summer. I have no suggestions how to change or remove such problems and frustrations as we found for they are nearly all inherent in the fabric of life in Mississippi today. Any white "invader" who comes in to teach Negroes will continue to face them until the pattern of life in the state has been fundamentally altered. The most that can be done now is to give future teachers ample briefing and fair warning.

VI. I won't enter into a boy scout list of noble attributes for potential teachers under the STP. Instead, I shall emphasize a couple of particular points. It was a great advantage to the program at Rust that I was accompanied by my wife and son. This family presence was a tremendous asset in winning the confidence and friendship of those with whom we lived and worked. More important than any academic qualifications, I would think possible teachers under the STP must be aware of and sympathetic to the present civil rights movement. This is absolutely vital for any assignments in Mississippi. Those going into this state should not only be vaguely in favor of equal rights for Negroes but would be advised to study (if they do not already know) something of the history of the state and of civil rights developments within it. I would recommend Prof. James Silver's Mississippi--The Closed Society and works by C. Vann Woodward among others. Such knowledge and sensitivity is not only essential to establishing trust and understanding inside the classroom as well as outside it. In some contexts it could determine not only the success of the teaching program but the personal safety of the participants themselves.

VII. I found the New Haven session useful, although it provided no surprises. In connection with Rust and comparable schools, the low

level of education (not of intelligence) to be encountered cannot be overemphasized. Whatever can be done to inform potential teachers in specific terms about particular institutions would probably have greater value than the most capable discussion of relevant generalities. The orientation meeting could not offer much insight into the problems of living in Mississippi. Previous participants in the STP would be best equipped to discuss the challenges of the summer--academic, social, and so on--and I assume they will be used in future orientation sessions.

VIII. The greatest value of our acitivites at Rust this summer were probably non-academic. We staffed certain courses with reasonably competent instructors. We enlivened some minds and pushed many others to work harder than they were accustomed to. But the intellectual consequences of our presence were less potent than the personal ones. Especially in Mississippi, where the educational level is so depressed and the vicious social system so pervasive and powerful, our greatest contribution came from simply being on campus as "outsiders" representing other parts of the country and different cultural backgrounds, from being well-informed, sympathetic, and willing to talk about anything, anywhere anytime, and, above all, from being white. We were the first whites with whom many of the students could establish a relationship based on trust and friendship. This was an exciting though sometimes difficult process. In addition to personal satisfaction, the integrated community which grew at Rust served as a witness to the political and social ideals and the religious convictions which we all shared.

IX. I would urge very strongly that the program be repeated in successive summers for the foreseeable future. I have no basic modifications to suggest, except to expand the program to the limit which the various critical factors will permit.

X. I am definitely considering teaching at a Negro college in the South (e.g. Tougaloo) upon completion of my degree. I would recommend such a position, especially on a summer-session basis if not otherwise practicable, to any friends who had in sufficient measure the kinds of information, forewarning, and commitment which I have described earlier in this report.

TOM L. BEAUCHAMP - S. I. at Texas Southern Univ.
(School Control)

Prof. McKinney - consultant

Rec'd 8/24/64

Tom L. Beauchamp
Summer, 1964

INSTRUCTOR'S REPORT

SOUTHERN TEACHING PROGRAM * TEXAS SOUTHERN UNIVERSITY

I. Teaching Responsibilities

This past summer I was responsible for an introductory philosophy course which carried three hours of college credit (Philosophy 131). The course met 1½ hours per day for a nine-week semester. Two other students from the Southern Teaching Program were also instructors in the course, Miss Harriet Bograd and Mr. Michael Rosen. Each of us was responsible for one of the three sections offered. A textbook, Persuasive Prose: A Reader, had been selected prior to our arrival, but we were left completely free in the structuring of the course and in the purchase of other texts and materials. In my section the students were also supplied with Great Dialogues of Plato, The Philosophy of Aristotle, Animal Farm, and A Documentary History of the United States. Readings in the writings of Thomas Hobbes, Mortimer Adler, and John Randall were also put on reserve in the Library. (For further information on the actual structure of the course see the enclosed syllabus.)

The particular group of students whom we taught were entering Freshmen, but they were selected for their past performance in High School and because of high achievement on the entrance tests or other aptitude tests. My impression is that for the most part these students were above average in interest, eagerness, desire, thoroughness, consistent preparation, etc., though many of them suffered from a remarkable deficiency in such elementary skills as spelling and coherent sentence structure. Hence their "educational level" should be viewed from more than one perspective. Their "background" was noticeably deficient, but their promise was very encouraging and their improvement was exceptionally swift, so it seemed to me. By "background" I mean

(1) home training in speech and intellectual inquiry, and (2) quality and standards of work demanded in secondary school by previous teachers. I would characterize my class (perhaps with the danger of over-generalization) as excellent in attitude, determined, conscientious, and quick to improve; but it must be added that most had never written papers before, were unfamiliar with the art of outlining, and had very definite grammatical difficulties. To a philosophy instructor they were usually a pleasant group to teach and grasped concepts and ideas more readily than I believe most freshmen capable of doing. Every student in my class should graduate with a bachelor's degree if ability alone is the deciding factor. (Most of these students do suffer from a critical shortage of funds for support in their educational intentions. The university is very understanding in these matters, however.)

Our work was supervised immediately by Dr. John Lash, Director of the Division of Humanities, and also by Dr. H. Hadley Hartshorn, Dean of the College of Arts and Sciences. They were at all times helpful and gave us all the freedom we could possibly have desired. The program in which we taught was a special institute for advanced entering students and carried the title of "Basic Skills Workshop." The courses, however, carried regular university titles, numbers, and credits.

The conditions, both social and academic, were superb. This is not due so much to the fact that Houston offers a large variety of activities and opportunities as it is to the preparation and consideration given to our people by the chief administrators at Texas Southern. The conditions in no way hindered my effectiveness as an instructor. In fact, because the students were above average and the Basic Skills Workshop itself an "advanced" program I would argue that the "conditions" -- understood in the broadest sense -- were

far more helpful to our effectiveness than detrimental. The only aspect of the program's general condition in which I could urge a change is the schedule of hours. The students are hindered by the strange schedule of 8:00-9:30, 9:50-11:20, and 1:30-3:00, which is the presently employed system. In lieu of this schedule I would suggest the following as better for all concerned: 8:00-9:20, 9:30-10:50, 11:00-12:20.

II. Extracurricular Activities

Houston offers an abundance of things to do and Texas Southern has ample opportunities for athletic and social life. We "sponsored" some outside activities for the students, which I thought were highly beneficial for us as well as for them. Parties, a film, discussions on political topics of current interest, etc. were all used -- too infrequently perhaps, until the end of the summer. The students were generally receptive to these affairs, and I think were helped in their orientation to university life. The administration also sponsored and paid for a visit to the NASA Headquarters, a trip which was well worth the time for both students and instructors.

III. Program Participation

I was interested in teaching in the program chiefly for two reasons: (1) teaching experience, since I plan to teach at the college level as a career, and (2) as a conscious contribution, however minor, to the breakdown of racial barriers in the United States. Since I had been to T.S.U. before this summer and had visited with some of the administrators here, and because I am a native Texan, what I found upon arrival and during the course

of the summer was generally what I had expected. The students were better than I had anticipated, however, and I was also surprised to have such a light teaching load (3 hrs.). In addition it might be added that we were never met by any hostility because we were whites "invading" a nearly all-Negro campus. To the contrary people in all parts of the University (Cafeteria, Supply Office, etc.) were either eager to help or indifferent to our presence. I was a bit surprised that no acts of hostility were shown.

IV. Major Satisfaction

Without doubt the major satisfaction of the summer came in seeing the students develop from a rather unsatisfactory state (of ability) in writing papers and tests to a level well above that of most Freshmen. They learned quickly and eagerly, which would be a stimulus to any expectant instructor. A second satisfaction, which blends closely with the first, was the classroom itself. I always enjoyed the hours spent there and very seldom were the occasions when the time dragged slowly because of the students' failure to prepare.

V. Major Frustrations

I wouldn't say there were any major frustrations, and I was not personally involved enough with the other faculty members or the local community to see any problem-areas there. Personally my major frustration came from my own inability to give the students better instruction than they were receiving in my classroom. There are a lot of things a teacher must learn not merely about teaching but also about each new piece of material and how to best put it across. The art of teaching comes from experience (if at all), and just like

any other art, it is not learned with the greatest competende in a mere nine week period. I learned a lot, but it is frustrating not to be able to execute a lecture or lead a discussion as well as you have seen others do it.

VI. Qualities to Look for in Future Teachers

A. Those planning a career in teaching

B. Specialists -- If a person is to teach English it is probably best (except in unusual cases) that he be a graduate student in English, etc.

C. Patience (but how could you look for it?)

D. Dedication to the cause of integration (not mandatory, of course, but I think helpful).

VII. Orientation Meeting in New Haven

I found Mr. Jackson's speech illuminating and helpful in preparing us for the subtle expectations of Negro administrators and students. The questions and discussion that followed, though, were rather boring and uneventful. It was worth the while, but the small group discussions (ours anyway) never worked out to be anything beyond a session to meet and say hello to your future colleagues. But even that had its value. I would certainly go again if confronted with the opportunity.

VIII. Value to Students and College

It is difficult, I suspect, to appraise the value these students received with any degree of adequacy, and probably impossible to evaluate the university's benefit. I do think, however, that the students were introduced to

college in a proper, academic manner rather than the socially-oriented fashion so characteristic of schools permeated with the desire to put their Southern Hospitality to the fore (I attended one of these myself!) . The students worked hard and without release for a nine week duration in a program as accelerated as most freshman honor classes at other colleges of my acquaintance. The majority of these pupils came from rural farm towns or Houston labor families. Their background was very weak in even the elementary skills. To survive the "wringer" through which we put them must surely have been a new, enlightening, and ultimately rewarding experience. In a real sense they proved (most of them anyway) that they could do college work and do it well. It meant that their background deficiencies were not insurmountable and, as a result, that they do stand a chance for genuine achievement in college and afterward. I think the program will also affect their outlook on political and cultural affairs (e.g., the nature of freedom and totalitarianism, the value of a novel, etc.) and to a minor extent on religious issues and scientific achievements. This type of "value" should result from the content studied in their course work.

IX. Future of the Program

This program should definitely be repeated next year. The major modification needed is more people -- students and instructors -- in the program! Not only does such involvment offer educational benefits for teacher and student. It is also one of those solid, non-sensational-yet-significant contributions to the cause of integration and interracial encounter, the net result being more appreciation and trust by both races.

X. On Internship Possibilities

The answer is "yes," I would consider teaching at a predominantly Negro colleges for a year. This is not a new suggestion; I have been thinking about the possibility for two years or more. As I mentioned to Dr. T. E. Walker, who visited us as a representative of the Southern Regional Council, my one reservation would be the material I was employed to teach. If I had to teach five introductory philosophy courses I might be very hesitant, but if I could teach one course in Ethics, one in Aesthetics, one in History of Philosophy, and two introductory courses (or some such arrangement), then I would seriously consider a year's internship.

I would recommend such an internship to a friend only on two grounds: (1) that he be dedicated to teaching or at least to the value of higher education, and (2) that he be familiar with the type of students he would be likely to encounter. I can conceive a lot of frustration for him and his students if the above stipulations were not anticipated.

SYLLABUS -- PHILOSOPHY 131

WEEK 1 - Introduction to the Study of Ideas

David Riesman, from The Lonely Crowd

WEEK 2 - Philosophy of Education

Carl Becker, "Everyman His Own Historian"
J. Robert Oppenheimer, "Prospects in the Arts and Sciences"
Mortimer Adler, "The Art of Communicating"

WEEK 3 - Philosophy of History

Karl Marx and Friedsrich Engels, The Communist Manifesto
Thomas Babington Macauley, "Letter to H. S. Randall, Esq."
Andrew Carnegie, "The Gospel of Wealth"

TEST #1 -- Friday, July 3

WEEK 4 - Social and Political Philosophy

Plato, the Apology
John Stuart Mill, On Liberty
The Constitution of the United States

WEEK 5 - Ethics and Political Philosophy

Plato, the Crito
Thoreau, "On the Duty of Civil Disobedience"
Franklin D. Roosevelt, "Inaugural Address"
Tom Paine, "Common Sense"
The Declaration of Independence, 1776

WEEK 6 - Political Philosophy and Theory of Man

George Orwell, Animal Farm
John Locke, The Second Treatise of Government, Chapter 9
Thomas Hobbes, The Leviathan, Chapters xiii-xiv

TEST #2 -- Friday, July 24

WEEK 7 - Logical Analysis

Plato, from The Republic
Aristotle, from Ethics
Aristotle, from Physics

WEEK 8 - Philosophy of Religion

Benedict de Spinoza, from Theologico-Political Treatise
Plato, Euthyphro
William James, "Reflex Action and Theism"

WEEK 9 - Ethics

William James, "What Makes A Life Significant"
Sir William Temple, from Upon the Gardens of Epicurus
Aristotle, from Ethics

ASSIGNMENTS FOR THE PERIOD JUNE 17-26

TOPIC 1

Paper Due Monday, June 22
Topic discussed and paper read Monday, June 22

"What are the chief characteristics of Dobus, Kwakiutls, and Pueblo Indians and which group do you believe Americans most closely approximate? Substantiate your argument by reference to Riesman's claims and by examples from your own experiences that tend to confirm your conclusions."

TOPIC 2

Paper Due Monday, June 22
Topic discussed and paper read Wednesday, June 24

"Explain briefly the most important theses in Becker's article and show wherein your agree or disagree giving specific reasons for your decisions. If possible, use Adler's scheme for analysis as presented in class."

TOPIC 3

Paper Due Wednesday, June 24
Topic discussed and paper read Friday, June 26

"Why does Adler believe there is a present-day failure in communication and what are the major correctives he proposes? Briefly compare his program for communicating with his "Rules for Reading," showing how the two analyses correspond. In what important ways does Oppenheimer's article substantiate Adler's claims that barriers to communication presently exist?"

ASSIGNMENTS FOR THE WEEK OF JUNE 29-JULY 3

TOPIC 1

Paper Due Monday, June 29
Topic discussed and paper read Wednesday, July 1

"Explain at length how and why Marx and Engels come to the conclusions that (1) history is a sequence of social class struggles in which the bourgeoisie oppresses the proletariat and (2) "society can no longer live under this bourgeoisie" (p. 274). Contrast the claims of Macauley with those of Marx and Engels and show why the latter would reject Macauley's "bourgeois" attitude. Explain to what extent you agree or disagree with these men, by reference to the chief issues under dispute, and give reasons for your decisions."

TOPIC 2

Paper Due Tuesday, June 30
Topic discussed and paper read Thursday, July 2

"Examine thoroughly Carnegie's views of (1) the accumulation and disposal of wealth, (2) friction between employer and employed, (3) value in the law of competition, and (4) social revolution and the reconciliation of rich and poor. Show at each point why Marx and Engels would either agree or disagree, and explain at length your own views on points #3 and #4.

TEST - Friday, July 3
Covers all readings covered the first three weeks

ASSIGNMENTS FOR THE WEEK OF JULY 6-10

TOPIC 1

Paper due Monday, July 6
Topic discussed and paper read Wednesday, July 8

"What are the chief accusations that have been brought against Socrates, and how does he defend himself against them? If you were a member of the Athenian jury, what sentence would you suggest?"

TOPIC 2

Paper due Wednesday, July 8
Topic discussed and paper read Friday, July 10

"Explain briefly how Mill supports his 'two maxims.' By reference to the several arguments he offers, explain your own position on State regulation of the following 'problems:' (1) Government controls on Free Trade, (2) Required "warnings" on cigarette packages and dangerous drugs, (3) Censorship of "indecent" books, magazines, and films, (4) Fornication and Prostitution, (5) "Excessive" drinking, and (6) Gambling."

ASSIGNMENTS FOR THE WEEK OF JULY 13-17

TOPIC 1

Paper Due Monday, July 13
Topic discussed and paper read Wednesday, July 15

"Explain Socrates' position on the following issues: (1) the authority of the State and the independence of its citizens, (2) individual duty and commitment to the State, (3) disobedient conduct after willful consent to the State's Laws. Show wherein Thoreau either agrees or disagrees at each point and explain why you prefer one position over the other (or why you believe they are both inadequate)."

TOPIC 2

Paper Due Tuesday, July 14
Topic discussed and paper read Thursday, July 16

"Explain the context and meaning of Roosevelt's statement that "if we are to go forward, we must move as a trained and loyal army willing to sacrifice for the good of a common discipline" (p. 63). Argue against this contention from Thoreau's perspective and then attempt to support Roosevelt by means of Socrates' arguments."

TOPIC 3

Paper Due Wednesday, July 15
Topic discussed and paper read Friday, July 17

"Examine the major reasons given (by Jefferson, et.al.) why a 'Declaration of Independence' from English rule was necessary and explain at what points and why Thoreau and Socrates would either agree or disagree with the philosophy expressed in the declaration. Explain why you believe the American Colonies' "revolt" was or was not justified."

ASSIGNMENTS FOR THE WEEK OF JULY 20-24

TOPIC 1

Paper Due Monday, July 20
Topic discussed and paper read Wednesday, July 22

"Explain the common themes that are found in The Communist Manifesto and Animal Farm and show in which ways Orwell seems to agree and disagree with Marx and Engels. Explain which perspective you find most convincing and why."

TOPIC 2

Paper Due Tuesday, July 21
Topic discussed and paper read Thursday, July 23

"Compare Locke and Hobbes on the following issues and explain at each point with whom and why you agree or disagree (or give some alternative position more congenial): (1) The natural condition of man (or state of nature), (2) The rights possessed in this natural state, (3) The reason(s) why men leave the state of nature and unite in political societies, and (4) the individual rights (or powers) given up and gained when men contract to join a political society."

TEST #2 -- Friday, July 24

ASSIGNMENTS FOR THE WEEK OF JULY 27-31

TOPIC 1

Paper due Monday, July 27
Topic discussed and paper read Wednesday, July 29

Explain Plato's theory of the divided line, giving examples to illustrate the levels of the line, and show how the allegory of the cave elucidates this theory.

TOPIC 2

Paper due Tuesday, July 28
Topic discussed and paper read Wednesday, July 30

Analyze Aristotle's theories of (1) voluntary and involuntary action and (2) choice, deliberation, and end. Give illustrations of both theories that are drawn from your own personal experience.

TOPIC 3

Give a detailed explanation of Aristotle's doctrine of the four causes (reasons why) and use one example from your own experience that illustrates all four causes.

Paper due Wednesday, July 29
Topic discussed and paper read Friday, July 31

TEST #1

I. Define five of the following ten terms and briefly explain the context in which they are found: (25%)

1. Surplus Wealth
2. Pueblo Indians
3. Inner-directeds
4. Arts and Sciences
5. Law of Competition
6. Bourgeoisie
7. Communication Barriers
8. "The Specious Present"
9. Capitalism
10. Ideal History

II. Take Adler's "Rules for Reading" and apply them to <u>either</u> Riesman's article from <u>The Lonely Crowd</u> <u>or</u> Becker's "Everyman His Own Historian" (only one). Divide your essay into three parts corresponding to Adler's three readings: (1) Structural, (2) Synthetic, and (3) Evaluative. If you agree with the author you select, then in part three of your essay explain <u>why</u> you agree and use personal examples to illustrate <u>your</u> explanation. If you disagree with the author selected, use Adler's criteria for criticism to show <u>wherein</u> your disagree. (Extra credit will be given if you <u>relate</u> points from the lecture on Adler or from his article "The Art of Communicating".)(35%)

III. Choose <u>one</u> of the following. (40%)

(1) Compare the theories of Marx and Engels with those of Andrew Carnegie on the follwing specific issues:

(a) Class struggle
(b) Industry
(c) Private property
(d) The wealth of millionaires
(e) Rule of the bourgeoisie
(f) Revolution

(2) Explain Marx and Engels' theories of (1) modern exploitation of the worker, (2) Free Trade, and (3) the rule of the proletariat. Criticize each theory using the resources found in the Macauley and/or Carnegie essays. You may offer your own criticims if you wish.

(3) Criticize the following statement from a Marxian perspective:

> "The contrast between the palace of the millionaire and the cottage of the laborer with us today measures the change which has come with civilization. . . . This change, however, is not to be deplored, but welcomed as highly beneficial. . . . Neither master nor servant was as well situated then as today. But whether the change be for good or ill, it is upon us, beyond our power to alter, and therefore to be accepted and made the best of. It is a waste of time to criticise the inevitable." (Andrew Carnegie, "Wealth")

TEST #2

I. Define five of the following ten terms and briefly explain the context in which they are found: (25%)

1. Animalism
2. Preservation of Property
3. Chain of abuses
4. "Common Sense"
5. Manor Farm
6. State of Nature
7. Unalienable Rights
8. "Well Trained Army"
9. Civil Disobedience
10. Meletos

II. Choose <u>one</u> of the following: (35%)

1. Explain the theories of Locke and Hobbes, pointing out wherein they agree and disagree, on the following issues: (a) the state of nature (or natural condition of mankind), and (b) the motives or reasons why men leave this natural condition and contract to live in a political society.

2. Explain Mill's theory of liberty and then apply his maxims to the following issues, showing wherein you agree and/or disagree:
   (a) Legalized Prostitution
   (b) Censorship of "indecent" literature
   (c) Enforced registration of Communist Party Members in the United States.

III. Choose <u>one</u> of the following: (40%)

1. Compare and contrast the theories of duty and loyalty to the State found in Plato, Thoreau, and Roosevelt.

2. Explain briefly why Marx and Engels advocated revolution and then show in detail the result(s) Orwell believed such a revolution would ultimately lead to. Use specific examples from <u>Animal Farm</u> to justify your statements.

3. By reference to both the <u>Apology</u> and the <u>Crito</u> explain (a) how Socrates defends himself against the two charges of corrupting the young and believing in false gods, and (b) why he chooses to accept death rather than escape.

EXAMINATION

I. Answer all of the following:

A. Explain, according to John Randall,

(1) What different "views" of religion exist in our society (½ page)

(2) How we seem to lack "a whole body of religious practices" as found in many other societies (3/4 page)

(3) The nature of "Religious vision," "Religious Faith," and the "Symbolic function of religious language." (1½ pages)

B. Explain why you do or do not agree with the following claims:

(1) There is a "widespread ignorance of religion among Americans" so that religion has become an "incidental concern" rather than the "cement that holds their culture together." (1 page)

(2) "Religion as a whole is neither good nor bad." (3/4 page)

(3) "Religions are many, but Religion is one." (1 page)

C. How would you solve the problems of: (1) "Conflicting religious claims," (2) "The claim to exclusive validity and final revelation," (3) "A World Faith"? (2½ pages)

II. Explain Plato's theory of the Divided Line and then show at what level of the line Euthyphro's knowledge of piety belongs. After you have accomplished this task, assume the role of Socrates and attempt to give a definition of piety that will satisfy the demands of the levels of understanding and reason. (2 pages)

III. Choose <u>one</u> of the following:

A. By means of Aristotle's doctrine of the Four Causes explain the causes of Hannah Hall (i.e., reasons why it exists). (1½ pages)

B. Explain, according to Aristotle's five-step theory of decision (desire, deliberation, perception, choice, act), how you would respond to a strong desire for a trip to the World's Fair even though at the time you have in your possession only half the money necessary for the trip. (1½ pages)

Pages given in parentheses indicate <u>maximum</u> limits for each essay. (Typewritten)

This examination is due <u>no later than</u> 9:30 A.M., August 11, 1964.

FINAL EXAMINATION

I. Give a brief and concise explanation, description, or definition of <u>five</u> of the following:

1. State of Nature
2. Inner-directed
3. Bourgeoisie
4. Unjust Law
5. Mills' Two Maxims of Liberty
6. Historical 'Fact'
7. Civil Disobedience
8. Orwell's "Ingsoc"
9. Animalism
10. Ideal of Life
11. Empirical
12. Infantile Sexuality

II. In this course you have been presented with theories of <u>social conflict</u> (Dobu and Kwakiutl societies, class struggle, state of nature, educated and uneducated, wealthy and deprived, competition among men and nations, etc.). Some authors have been favorable to conflict, urging that competition is necessary to progress, whereas others have sought the removal of conflict. By reference to the various articles you have read develop an argument that explains the benefits and disadvantages of a competitive society.

III. Read the following quotation:

> "Before this new government took over we had to worry about elections, and parties, and voting. We had responsibilities. But now we don't have any of that. Now we're free."

Discuss this quotation in relation to <u>two</u> of the following considerations:

(1) The concepts of <u>freedom</u> discussed in this course (including any of the authors you have read).

(2) The distinctions between dictatorship, totalitarianism, democracy, aristocracy, Caesarism. (You may choose from among these.)

(3) The concepts of political responsibility and/or duty and loyalty to the state.

(4) Cassirer's distinction between <u>the semantic</u> and <u>the magical</u> functions of language with particular reference to George Orwell's writings.

(5) The idea of revolutionary takeover found in Marx and Engels in reference to Orwell's writings.

JEFFREY B. SIDNEY - S. I. at Central State College

Dr. Newsom

Rec'd 8/31/64

910 South State Street
Ann Arbor, Michigan
August 27, 1964

To: Southern Teaching Program

The following are my answers to the "Questionnaire for Southern Teaching Program Instructors."

Jeffrey B. Sidney
Jeffrey B. Sidney

College: Central State College, Wilberforce, Ohio

I. At Central State this summer, the mathematics department consisted of Mr. Woodson, the chairman, and myself. I taught two courses in the regular summer program. The first, called Fundamentals of Mathematics, was a non-credit remedial course covering operations with numbers and elementary algebra. The other course, called Principles of Mathematics, was the least advanced course that satisfied the mathematics requirement at Central State, and covered elementary graphing and various topics in modern mathematics, such as set theory, logic, and fields. Other than giving me a very brief description of the topics to be covered, and naming the testbooks, Mr. Woodson gave me complete independence in deciding what to cover, how much to demand of the students, how to grade, etc. Mr. Woodson was always helpful when I called on him to ask advise, and I really feel that he provided virtually perfect conditions to encourage me to perform at my best.

In the Fundamentals course, the text was well suited to the course. The text in the Principles course was far too sophisticated for the group I was teaching. Apparently radical changes in the new edition of the text formerly used in the course caused the problem. The students had already bought the book, so I worked with the text and tried to supply what was missing in class.

Each course met one hour per day, Monday through Friday. My class hours extended from 9:10 to 11:20. I usually worked from 8:15 until class, and I had office hours from one to four in the afternoon. When necessary, I arranged additional office hours in the evening or on Saturday.

I found that the educational level of my students was, in general, very poor, at least in mathematics. A wide variety of backgrounds existed; in the Principles class, I had college freshmen and fifty year old elementary school teachers. Several students had not studied mathematics for many years, and slowed down the class.

In the Fundamentals class, there were fourteen students; in the Principles class, there were thirty-eight. The Principles course would have been greatly enhanced if the class had been divided into a fast section and a slow section.

II. Other than dances and picnics, I did not participate in any formal extracurricular activities. Central State's summer program has few such activities, for the faculty feels that the summer student should concentrate more intensively on his studies.

I did go to two operas and two Shakespearean plays, and had no difficulty in finding many students who wanted to go with us. I took as many as I could, and I think our interest and that of the students who went encouraged the interest of others.

III. I joined the Southern Teaching Program for two reasons: (1) I planned to become a college teacher, and felt that the teaching experience would be enlightening and interesting; (2) I feel strongly about the racial issue, but am not militant. This program offered me a way to do my share in a manner acceptable to me.

I cannot say that the summer was different from what I expected, for I had been told to expect almost anything, and had not formed any preconceived notions. Perhaps the only great surprise for me was the discovery of how many really weak students there were at the college.

IV. The greatest change that occurred in me this summer was the loss of self-consciousness in the presence of negroes. I now realize that there is a difference between being unprijudiced and being unaware. Now I act the same way in the presence of negroes or white people.

V. There were no major frustrations for me this past summer. I enjoyed my work, had good relations with the faculty, the students, and the community, and had a good social life. Never did I encounter any problems, even when mixed dating in nearby cities.

VI. I would suggest that three qualities be sought in future program instructors. First, I think a tactful person is necessary, a person who will listen and think before he talks, a person who will offend very few others.

Second, I think that future participants should be flexible enough to fit into unrewarding and difficult working assignments. Though I was not in such a situation, one of my colleagues in the program had an assignment which might have approximated this situation.

Third, only people really interested in teaching should be considered.

VII. I did not attend the orientation meeting in New Haven. Also, I do not feel I needed any orientation. Perhaps if the prospective instructors talked with former ones, they would feel more confident.

VIII. I feel that Marsh McBean (a fellow Southern Teaching Program instructor) and I served a valuable function at Central State for several reasons. Through living and eating with our students, and because we were the same age as many of them, we were able to establish normal social relationships with them which enabled us to exchange ideas and views. I feel that the mutual respect that the students and I had for each other made possible a more complete understanding of each other's ideas and feeling.

Since we had come from a different college and had had different experiences, I think that we were able to offer valuable suggestions of things that might be tried at Central State to improve student-faculty relations and to encourage academic pursuits.

IV. I think the Southern Teaching Program should continue and hopefully expand next summer. On the basis of my experience, I feel that Central State College, its students, and myself all benefited from the program.

I recommend that teachers be recruited from other areas in order to increase the number available. Perhaps Southern Teaching Program instructors of this year (like myself) could try to bring the program to new campuses (in my case, the University of Michigan). In the event that more than enough qualified teachers are found, perhaps the program could be expanded to include colored high schools or integrated colleges.

X. I would definitely consider teaching at a predominantly Negro college for a year or more, but probably not until I have obtained my doctorate. My previous answers suffice as reason for my interest. Based on my own experience, I would also recommend such a position to friends.

Additional comment:

I would like to make one recommendation to the Southern Teaching Program. I suggest that the participating colleges be encouraged to provide living space in the dormitories for the program's teachers, and to provide meals at the student dining areas. I feel that much of the value of the program was a direct result of being with the students constantly.

Central State College

Wilberforce, Ohio

30 Wilson Ave.
Chatham, N.J.
August 29, 1964

Mr. Leslie Dunbar
Southern Regional Council
5 Forsyth St., N.W.
Atlanta, Georgia

Dear Mr. Dunbar:

Please find enclosed a copy of my answers to the questionaire sent to the participants of the Southern Teaching Program. A large part of it will be undoubtedly included in Dr. Newsom's report, but I hope that it aids you in your evaluation of our program. Please feel free to ask any further questions which you might have.

Respectfully,

A. Marshall McBean

A. Marshall McBean

A. MARSHALL McBEAN - S. I. at Central State

Dr. Newsom, Consultant

REPLY TO QUESTIONAIRE FOR SOUTHERN TEACHING PROGRAM INSTRUCTORS

I. Teaching Responsibilities:

I was involved in three courses. Two were the two semesters of a terminal Introductory Biology course without laboratory for non-science majors which met for one hour five times a week. The third course was an advanced research course in experimental embryology which met formally three times a week for one hour but involved additional hours of counseling and original research on my part.

My responsibilities in the introductory course were the only part of the summer which left a great deal to be desired. I was essentially an assistant, though I did present about six hours of lecture to the class. My major tasks were centered around the selection of various audio-visual teaching aids (films, demonstrations using closed circuit television, microscopes and other audio-visual equipment, etc.) and the setting up and operating of such. Because the course did not have a laboratory period and because of the attitude of the instructor, demonstrations were kept to a minimum. This meant that I was not spending too large an amount of time on these two courses once we had established what audio-visual materials we were to use. I also spent a fair amount of time helping students during office hours and in the evening to understand the material presented in the lectures.

The course in experimental embryology occupied whatever other time I had. We had two students working on their own research problem, and I served as a combination problem finder and trouble

shooter. Our class meetings usually involved the discussion of problems which would arise in the students' work or reading. Also, there was some brief instruction on experimental methods and the presentation of research materials for publication. I was given much more freedom in this course which was overseen by the Director of the Summer session than in the others in which I had virtually none.

Personally, I would have liked to have had much greater responsibility in one or both of the sections of the beginning course. A number of students volunteered the information that they enjoyed the material which I presented, and I am certain that I could have presented the other material in the course in an interesting manner. (I hope that this last sentence does not sound too conceited.) If I had been given the extra freedom, I am sure that I could have given more to the students. Perhaps someone else would have been very happy assisting in the manner in which I was. However, as I said before, I was not completely satisfied. Therefore, I think that in the future there should be a much more explicit arrangement made between the participating institution and the summer teacher before either accepts the other. Both parties should know what each desires before the summer begins, and both should then be very satisfied.

I do not like attempting to judge the "educational level" of the students because there was quite a large range of natural ability, effort and final result. Some of the students would be served well by an additional year of training between high school and college so that they might be better prepared for the work which they are to face in college. Others were quite good , and it was intellectually refreshing to be with them.

Our teaching responsibilities were part of the regular summer program run by Central State College.

The text used in the introductory course was General Biology by Johnson, Laubengayer and DeLanny (Holt, Rhinehart, Winston, 1961). It was as adequate as most of the other beginning biology texts on the market though none of them is totally satisfactory. There were also a number of books kept on reserve in the library.

The experimental embryology course had no specific text. We worked almost exclusively from the scientific journals.

II. Extracurricular Activities:

The only structured extracurricular activity in which I participated was a summer choir which we formed to sing in the Wilberforce AME Church which was without a choir for the summer.

One of the opinions voiced by the faculty at a faculty meeting was that it was nice to see the summer come again when the students could devote more time to their studies because there were no extracurricular to distract them. It was not our part to act against this feeling. However, we did invite students to go with us whenever we went to such activities as the Cincinnati Summer Opera or the Antioch Shakespeare Summer Theater. The students were quite eager to go, and we had no trouble filling our car within a few minutes. Any new instructors should therefore look to the needs of the community (both college and town) and encourage new "cultural" interests on the part of the students, though I think in our experiences there was a good deal of mutual development.

III. Reasons for Participation:

I participated in the Southern Teaching Program because I

wanted to spend my summer in what I considered the greatest service. I wanted to share the talents, knowledge and experiences which I had gained up to that time. Also, I felt the need to help in the civil rights movement and felt that education is the area in which the long term and most important contribution could be made. The Southern Teaching Program gave me the best opportunity to combine these desires.

I am sorry, but I do not generally have any pre-formed ideas when entering some new experience. Therefore, the summer experience could neither be different or similar to that which I expected.

IV, Major Satisfaction:

The major satisfaction of the summer would be the contacts which we had with the students in which they might have been able to gain from our mutual experiences. It is difficult to say, and a bit immodest to think, that a few students will be putting forth a little greater effort , or will be voicing their opinion a little more because of us. However, it is a feeling that this is true which brings the greatest satisfaction. Of course these are intangibles, but they do exist.

Personally, I suppose that I gained the most from my associations with the students and other members of the community. As in my experience in Ghana last summer, I found that you really forget that there is a difference in skin pigmentation which makes people think differently of one another. It is of little credit to us that we forgot about color differences. The credit goes to the indigenous community. However, it does reflect on the larger white society which does not afford the same experience to the Negros.

Of course I learned about Birmingham from the students from that area. But I also lived in the everyday life of what was for me a new sector of our society. Once again I found that no peoples arevery different from one another, except that one might seem a bit more friendly.

V. Major Frustrations:

My major frustration has previously been outlined in Part I, above. My relations with students, other faculty members and administration were very good and presented no problems. The community accepted us, and I never felt out of place when we were in racially mixed groups.

VI. Qualities of Future Teachers:

Because the three Southern Teaching Program people at Central State differed from each other yet, I think, served the program well, there is no idealized "Southern Teacher". However, the person sent by the program should be competent in his field. We are not primarily out for a summer for our own agrandizement, but to help educate the students to the highest possible level. Those selected should also have a desire to teach, if we can distinguish teaching from lecturing. A good number of the students need to be motivated, and therefore taught. Our people must desire to meet this need and show off what knowledge they possess. The people should also be eager to share all of their experiences with the students. There can be no total assimilation by either party in a student-Southern Teaching Program teacher relationship, but there must be a sharing. And in this desire to share, there should be a tolerance of new ideas

and manners of life.

VII. Orientation:

In retrospect the orientation meeting in New Haven was helpful. The comments made by the gentleman from the Carnegie Foundation gave me a framework under which I could categorize some of the situations which I encountered during the summer. It gave me the feeling that the situations, especially the problems, were not unique to me nor to my institution, and this was helpful.

I would suggest that next year prospective teachers could be given resumes of our reports or of the report which comes out of them. Also, they should be given the opportunity to meet with the teachers of the previous summer, especially those who had taught at their prospective institution.

Also, I would suggest that there be an informal orientation at the college if at all possible.

VIII. Value of Program:

This question leaves a good deal of room for immodesty and back slapping. In deference to it, I do feel that we did present the college community with three new and excited faces from "out East". I think that because we could be considered different from a number of the usual types of people with whom the students would have close contact normally, the program was of benefit to them. Also, some of them might have detected a greater inspiration and devotion to our major field of interest and to intellectual questions in general than found in some of their usual professors. Also, our living with the students and taking our meals with them (see Part XI)

exposed them, and us, to whatever strong and weak points we possessed.

We presented to the college the same three eager faces. We were welcomed by the administration to make constructive criticisms, and we did. These included a number of specific and general ideas which need not be repeated here but are indicative of the possibilities of new people bringing in new ideas. We also gave some of the faculty members new minds to pry and to work with, to our mutual benefit.

IX. Next Summer. I definitely feel that the program should be repeated next summer. Perhaps an effort could be made to arrange for longer appointments. There were a good number of loose ends which I left behind, as well as a mushrooming awareness of much of the college's life which could have been further appreciated if our tenure had been longer.

The major modification which I would see was previously mentioned in Part I. There should be a greater exchange between the prospective teacher and his institution prior to his appointment so that both parties will be satisfied.

X. Future Teaching:

Because of my plans to enter medical college, it is an academic question whether or not I would consider teaching in a predominantly Negro college for a year or more. However, I would say yes to it anyway because I would consider teaching in a predominantly Negro medical college.

I would definitely recommend the position to friends because I enjoyed the experience and feel that others would also. I think many of my reasons can be drawn from what I have said above. It does

give us a chance to share our experiences and knowledge in an area in which we can probably do the greatest amount of good with our amount of training. Also, I learned a great deal this summer. It was an exciting summer, and hopefully some of the students found it the same. This makes any work worthy of being encouraged amoung friends.

XII. Living Accommodations:

Jeff Sidney and I shared a double room in the men's dormitory. The room was quite adequate for our purposes, though it could not have been used for any type of entertaining; e.g., students coming in for punch. We felt that this was the best possible place for us to stay because it gave us constant contact with the students. We enjoyed our relationship with them very much, and hope that they benefited by our being there. We have suggested to Dr. Wesley that whenever possible any other unmarried faculty members live in the dormitories with the students. This was one of the best parts of the summer.

Respectfully submitted
August, 1964
A. Marshall McBean
Central State College

Addresses of Southern Teaching Program Participants from

Central State College

Lillian S. Robinson
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Jeffrey B. Sidney
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Joan Gardner, Art, Lane College
Jackson, Tennessee
Summer 1964

QUESTIONNAIRE FOR SOUTHERN TEACHING PROGRAM INSTRUCTORS

I. Teaching Responsibilities:

The summer session at Lane College, Jackson, Tennessee, is divided into two five week semesters. I taught two courses each semester. These were Art History and Appreciation, Creative Drawing, Art in Everyday Life and Art Structures (experimental sculpture, collage, poster design, etc.). All these courses met four times a week for one and a half hours and were given two credits each.

Helen Gardner's Art through the Ages was the text used for Art History. I supplemented this with about twenty books of my own plus film strips and a few books from the Lane College library.

This was a regular summer program. I was not supervised. The facilities for creative work were poor. The school had no easels nor any rooms large enough with sufficient illumination for painting. We worked on small desks in regular classrooms.

In my Art History course the only materials provided was one set of film strips, so as illustrations I projected pictures from my own art books with an opaque projector. I feel with a good selection of slides from major museums I could have given a much better course with little extra expense.

II. I regretably had little contact with the faculty, but did work with Albert Porter (the local civil rights leader and school bookkeeper) surveying "Fite's Bottom", the negro slum in Jackson. I also participated in school registration and in integration of restaurants and movies.

III. and IV.

I participated in this program because I believe a better education of the negro is necessary for him to be able to compete and be equal.

As an artist, I was interested in seeing what these students would do given various materials, new techniques and ideas. I feel well rewarded here. Many good and sometimes quite beautiful things were created in a short time. Three female students in particular showed unique talent. In fact a visiting Art Professor from the University of Florida agreed with me that this was a kind of natural ability that appears very rarely in art classes. These girls were gifted with an extraordinary feeling for color and what I would call significant form. My only regret is that I wasn't able to spend more time with them. I would have loved to have shown them New York City, the Museum of Modern Art and the Guggenheim especially. They responded so naturally to all the pictures I showed them from there. I really never expected to find this kind of talent, only maybe a few interesting primitives.

Because of the Art History course I taught, I was able to see how terribly backward they were linguistically if not artistically.

V. The major frustration was the lack of communication or exchange between the regular faculty and the people in the summer program. So much more could have been accomplished had we met informally with the faculty a few times. We were treated as simply cheap help for the summer. No one invited us to their home or said more than a greeting to us. After nine weeks there was a banquet held in our honor, but this consisted primarily of formal salutatory speeches by members of the faculty mostly in praise of Lane College.

The students were quite friendly and appreciative. So many asked if we were staying on in the fall, or if we could possibly come back for another summer at least.

VI. The greatest need at Lane College is for good thorough remedial reading and English courses. The students are stumped by the simplest material due to lack of vocabulary. You may spend days explaining something only to find you have been completely misunderstood due to an inability on the student's part to understand your basic vocabulary.

Future teachers should be primarily those trained to be able to teach the basic skills of reading, english and mathematics. Also a greater exchange between the regular faculty and the Summer Teaching Program would be facilitated if more negroes were used in the program. I feel that at least one negro should be sent to each college.

VII. The orientation meeting would have been more helpful to me had there been some one there familiar with Lane College in particular. The variance between southern negro colleges, especially between those in urban and rural areas, is so great that a general orientation seems of little use if not misleading.

VIII. Most of my students had never seen any modern or African art. They were greatly excited over it. My Ladislas Segy book on African art has fallen to pieces through use. Everyone borrowed it. Many of the women had children and took this book home to show them. If nothing else, I feel now my students all know a little about African art and realize the strong influence it had on the twentieth century modern European masters.

I matted and hung two shows in the library of student art work. This was well received. Although there are quite a few good musicians at Lane College, no one realized there were any students talented in art. The faculty seemed quite surprised at what had been done in such a short time. Also I believe the students seeing their work nicely presented realized for the first time their own artistic potentials.

IX. I believe more than a summer is needed to make real changes in any negro college, although a summer is better than nothing. If the program is repeated at Lane College there should certainly be more exchange between the regular faculty and the summer teaching program staff. Emphasis should be placed more on basic skills, reading comprehension, English and mathematics.

X. Yes, I would teach art at a Negro college for a year provided I had the freedom to teach any way I chose. I would recommend this type of position to friends, but would warn them of the possible difficulties or frustrations and the meagre satisfactions. Continuation of this program is essential because a better education for the negro right now is the only way to achieve equality for him in the forseeable future.

C.L. Marlow - S.I. at Arkansas A.M. & N.

Dr. Cothran - consultant

S.T.P.

C.L. Marlow
1 September 1964

Please describe your teaching position. Were you teaching in a special institute or in a regular summer program?

I taught English in the regular summer program at Arkansas Agricultural, Mechanical and Normal College.

How many courses did you teach? How many hours per week?

The summer session was divided into two semesters, the first lasting six weeks and the second, three. During the first semester I taught the first half of a survey of English literature and a "special" survey of American literature which my department head allowed me to tailor to my own qualifications in this area. I taught each of these courses for an hour and a half a day, five days a week, making a total of fifteen hours. During the second semester I taught again for fifteen hours a week the second half of the English literature survey which I had begun the first semester, for three hours a day, five days a week.

What types of books did you use?

The books used in both the English and American courses were textbook anthologies.

What was the educational level of your students?

The general educational level of a majority of my students was below that reached by most beginning high school students of my own acquaintance. Their ability to express themselves in writing was often below this level. I received many examples of writing so ungrammatical and erratically punctuated that I could understand it only with difficulty or not at all. Where their writing was correct, it consisted in most cases of simple declarative sentences. In all but a few cases their vocabulary was extremely limited.

Of this group which showed writing difficulties, a few showed glimmerings in their writing of the ability to read perceptively and to think about what they had perceived, but most of this group made little attempt to think beyond the depth required in a high school book report. It is in this group of students who can think and do not possess the equipment to get their thoughts across that the deficient high school preparation from which most of their trouble stems is most lamentable.

Of the small group who have at their command a working knowledge of English grammar and punctuation and a working "college-level" vocabulary, nearly all demonstrated an ability to read and think on the same level (I use "working" here to distinguish between a knowledge of the rules of grammar and punctuation, which a majority of the students showed that they had, and the ability to put these rules to use. Also, in the case of vocabulary, their are a number of students who pepper their papers with large words used indiscriminately and even incorrectly).

In most cases, even among those students who can express themselves well, there is a very considerable lack of background knowledge, most noticeable in matters of history and geography. The lack of this knowledge is detrimental in their study of literature not so much in helping them "interpret" it as it is in confining their interest to literature which is directly related to their own experience. I found in my American literature course, for example, that their most enthusiastic response was to Steinbeck's Grapes of Wrath or Lewis's Main Street both of which are full of themes and situations which are famili-

ar to them from their own experience, whereas they showed little appreciation of Eliot's "Love Song of J. Alfred Prufrock" or Melville's "Benito Cereno," which are demonstrably better pieces of literature. Although I repeatedly stressed to them the importance of judging literature in terms of form and artistic means of expression as much as or more than in terms of content and theme, they showed a persistent preference for the familiar, or for downright bad writing, a folksy Bret Harte character sketch and a O. Henry story with a snappy surprise ending being the favorites here. Even those studens with poor backgrounds but an avid curiosity about an "alien" way of life dealt with in, say, the Eliot or Melville pieces, are handicapped by having no general foundation to which to relate what little they are able to read in the way of specific background to these pieces.

It is also interesting to note in connection with this question about educational level that only one or two of those students who were regularly enrolled undergraduates at A. M. and N. are actually capable, I believe, of doing work at a "better" school. Of the small group of really good students, two were undergraduates at private Negro schools who were acquiring additional hours, two were young in-service teachers already working in the Pine Bluff school system and one, perhaps my best student, was from Nigeria and apparently assigned on an arbitrary basis by some government exchange program to A. M. and N. Of the in-service teacher group in general, the younger members tended to be among my betterxstudents whereas the older were some of the worst.

How was your work supervised?

No attempt was made by my department head to tell me how or what to teach. I was given complete freedom within the limits of whatever was offered in the anthologies used in my courses, and I could have gone beyond these limits, but I would have probably needed to print up additional material at my own expense, and since the selections offered in the texts were satisfactory, I found this unecessary. My department head's attitude seemed to be one of letting the students benefit from whatever differences there might be in my approach to the subject as opposed to that of the other department members.

Do you think these conditions were satisfactory? Could you have been more effective if conditions were different? How would you change them?

The primary difficulty I encountered was that of having to teach a very large number of students. My classes during the first semester contained forty-two and forty-three each, and the three-hour class during the second semester contained twenty-nine students. This situation was due to the fact that the survey courses are required for all English majors at A. M. and N. Also, the total enrollment for the summer session was extraordinarily high this year. An ideal solution or partial solution of the students' writing problems would be to assign a large amount of written work, and this would serve as well to remedy the method and improve the depth and precision of their judgments concerning literature. But large written assignments were impossible for me to handle in classes of such size. I assigned as many papers as I could handle effectively, and I made an attempt in my comments on this work to correct and steer their thinking, but I was unable to deal at all with mechanical errors. I considered that I was teaching courses in literature and not in composition, and so I had to concentrate on problems which were in many cases the direct result of more basic problems which I did not have the time to deal with With smaller classes I would have been able to deal with both, since there was certainly enough classroom time in an our and a half and three hours to do so.

Another difficulty did not represent a limitation so much on my effectiveness as a teacher as on my students' approach to the subject. It involves the use of the textbook anthologies. As I said before, the selections in these textbooks are in most cases well made and adequate for the teaching of a decent survey course. I am more concerned, however, with the form in which these selections are presented. These books are laced with a great deal of "historical background" material, which in most cases is poorly written, basically uninformative and in some cases totally misleading. These books also give the students the impression that English courses are concerned with the history of ideas as seen through literature. This approach may be meaningful at some advanced levels of study, but it can have no meaning at all when a student has not even learned to read a poem or story with any depth or accuracy. The solution to this probledm would be to abandon the anthologies and require the students to buy a number of paperback editions of the individual works of representative English and American authors. A survey course could then be offered which would serve not only as a survey but as a study of the basic technique of reading serious literature. Since the anthologies are costly, a dozen or more paperbacks could easily be substituted for them at little or no extra cost to the student. I do not believe that there is anyvquestion about "paperback respectability" at A. M. and N., as was reported in some of the other colleges. If there had been sufficient time for me to learn what I was teaching before I went to Pine Bluff, I would have been able to order books myself and I am sure that my department head would have been happy to let me use them in my courses.

In addition there is an immense psychological advantage in the use of paperbacks. The students, many of whom are not aware that cheap editions of anything but cheap literature exist, learn that serious literature does exist outside of a clasroom textbook, that it is not something to be sold back to the bookstore at the end of the semester. There would certainly be a greater tendency among the students to keep paperbacks, especially those they personally enjoyed, than to keep a large textbook, with all its schoolroom connections. The use of these texts does not encourage the student to regard his experience in an English class as something he might carry on outside of it, and in a situation where there is little other encouragemehbtin this direction, the use of paperbacks might help immesurably.

Did you participate in extracirricular activities which might be of interest to future instructors in this program?

There was very little interest in extracirricular activities at A. M. and N. this summer aside from the usual round of record hops. I and another member of our group talked with my department head who is the director of the college's dramatic group, about putting on a play, but he felt that there would not be enough students willing to participate in the summer to warrant our efforts. There was also talk among our group about organizingvwith the students a panel discussion or something similar on either civil rights issues or the value of the Southern Teaching Program, but nothing came of it, perhaps because we felt that at this time the administration would not very willingly endorse an open discussion of such issues. In any case the student body at A. M. and N. in the summer is not close, much of it coming from outside the school, and therefore the students are enthusiastic, if enthusiasm it may be called, only about the business of acquiring additional hours.

Why did you want to participate in this program?

I was first concerned with getting some teaching experience this summer and was very happy when the Program provided the opportunity to get it on the

college level. I was glad that the experience was also giving me the chance to teacher where my approach would be different and perhaps more exciting to my students than that to which they had been accustomed. And I was also glad to have the rare chance to bexable to live in a Negro community. But I considered all these benefits secondary to my desire to get teaching experience.

Was the summer different from what you expected? In what ways?

My concern with "getting teaching experience" perhaps changed more to one of giving my students some impression of the techniques by which I had been taught to study literature. I suppose that this change of emphasis in my concern, from the vague one of "getting teaching experience," no matter how restrictive or unresponsive the conditions would be, to one of giving or trying to convey a specific type of learning experience, developed when I realized, first, that my department head did not wish to interfere with how or what I taught, and second, that many of my students seemed in some degree responsive to what was for them a different and certainly more demanding approach to the subject.

As for the matter of living and developing relationships within a Negro community, I looked forward to it but expected that I would encounter some difficulties in the form of the hostility which the speaker at the spring orientation meeting spoke of when he said that our students would at first be expecting from us the same treatment they get from white people in the south. I found in only one small, isolated instance that I can remember this kind of hostility, and in nearly all other cases there was a great responsiveness to us on the personal level which tended to ease quite a lot the frustration of not eliciting such a response on the academic level. Two others in our group beside myself are perhaps not the kind of people who make friends easily, in terms of going more than half way, or even that far, with new acquaintances, but many of the students, both our own and those we had met sometimes by living in the dorms and more often by eating in the dining hall, as well as the members of the faculty and administration, wanted enough to get to know us that they were not at all put back by the indifferent appearance under which shyness sometimes goes.

What was the major satisfaction of the summer? How was the experience valuable to you personally?

I suppose that I cannot say that my major satisfaction came as a teacher, as much as I would like to in view of my original reason for wanting to participate in the program. I do not feel that what I was trying to get across in the classroom took any deep or lasting effect, except perhaps in a very few cases, in a short nine weeks. But the satisfaction of being able for the first time to develop personal relationships with Negroes on the same basis on which I have developed them with whites, and of seeing that Negroes are willing and want very much to respond to whites on this basis, was immensely gratifying.

What were the major frustrations? Were there problems concerning teaching?

There were two major frustrations concerning my teaching. The first has been implied in the answerto a previous question and involves the fact that I was not at A. M. and N. long enough to overcome the unfavorable conditions of having to teach large classes and to get across, despite its strangeness and difficulties, my approach to the subject, which I regard as the only valid one at the level of study at which most of my students find themselves. I feel that if I were there longer and able to work with the same students, even under the same conditions, for a year, say, that I would be able to accomplish this.

The other frustration concerns the fact that I went to A. M. and N. not knowing what I was to teach. If i had had the time to contact my department head and find this out, I would have been able to take with meclecture notes, books, and even records which would have been very helpful not only to me, but in the case of the last two, to my students as well. As it wasm I had no idea what I was teaching, whether literature or remedial reading and composition, and thus did not know wherecto begin in takin materials with me, so I decided to leave everything but a few books behind. Since therexwas very little available at the college or in the Pine Bluff area in the way of critical or general background material, I had to rely merely on the textbook provided me and my memory. My teaching effectiveness would have been greatly increaseddif I had had something in addition. This problem could have been avoided by setting up the positions with the college well in advance of the summer, which I of course understand was not possible with A. M. and N. this year. Because this was in some measure the "fault" of the administration at the college, there were a number of occasions, especially some in which there was a misconception concerning the purpose of the program, on which the president and others were forced to apologize for not having adequate preparation for our coming. The last minute contacts were thus detrimental to the school as well as to us, and for that reason, I think, should be altogether avoided in the future.

Were there problems concerning social life?

The only problem I can recall being affected by here was that of not being able to repay in some way the large amountsof hospitality offered me by some of my married students, and by members of my department and the administration. Since all the members of our group lived in the dorms this was impossible, and since I do not think there was any advantage gained by this as far as making acquaintances by living with the students is concerned, except perhaps by one of us, and because there was sometimes the problem of not having a quiet place to work, I think the situation would have been more satisfactory if we had been able to have our own living quarters in which we could work, confer with students (although we all had offices, they were for many reasons inadequate for this) and entertain.

There was also the related problem here of having to conduct our social life entirely within the Negro community, and thus being forced into contacts at this level which were somewhat oneOsided and more beneficial and interesting to us than to our friends at the school. Ideally we should have been able to offer them the experience of eating, drinking and being merry in the white community as well as have them take us to "their" places, but I considered this unadvisable except in two instances (anmd those in Little Rock rather than Pine Bluff). The solution to this problem will evolve, I assume, with the passing of time.

What qualities should we look for in future teachers in this program?

Our first concern here should be to choose people who want to teach and who are willing to spend most of their time preparing for and performing this activity. Even though, as I have said, my greatest satisfaction was personal rather than professional, as I think will beethe case with most of this summer's participants, I think that the need for good teachers in these colleges is thecone which we should aim at being able to fill.

Since the attitude of the students the peoplecin my department, the administration and everyone else in the Negro community was so friendly, I tend to feel that anyone with a reasonable willingness to adapt to a somewhat strange situation would be happy in it and eager to take advantage of the chance to explore it. The people in thecprogram should be the kind who are willing to divest themselves of any preconceptions, good or bad which they may have about

Negroes, Negro education, the social situation in the south, etc., and to question anything they are told about these factors before they see them for themselves, even by people who have been in similar situations before. One of the greatest values of the program is the chance it provides for a very deep personal experience for each of us to see the situation for ourselves, and the willingness to go into with notions gathered in reading or hearsay can be badly limiting. I think that ourvgroup this summer had a great advantage in that we went to these schools not knowing for the most part what to expect, and I think that that advantage can be maintained in the future by keeping advice to a minimum. Feeling one's way provides half the fun and forms nearly all the lasting future impression in any strange situation (I speak here of course of all matters other than those specific ones pertaining to our teaching assignments, of which, as I said before, we should be informed well in advance.).

On the matter of maturity, I feel that all of us should have at least one year of graduate work behind us if we are to teach anything but freshman remedial programs. A graduate student has the advantage pointed to in the Memphis meeting of involvement with and enthusiasm for his subject,,which is something which must be communicated in the classroom if any academic success is to be achieved.. A graduate student is also more likely than an undergraduate, though of course not necessarily, to bevmore judicious in thevkinds of personal relationships he forms, a factor which is at this time more important in a large state school like A. M. and N than elsewhere. There is a danger here, however which should also be noted, that graduate students tend sometimes to be too involved in their work and thus expect too much of their students in terms of both aptitude and involvement. I heard many times at the Memphis meeting the adjective "brilliant" applied by members of our group to certain of their students who arecprobably by no accepted definition of the word,"~~Brilliant~~;" and certainlybin no sense in which it is our custom in our own experience to apply it. There is the general danger here of overrating "good" students, of thinking that they and the more average students have "caught on" when they haven't, and at the same time, of disregarding and ignoring the possible potential in the work of certain "poor" students. Even though we are graduate students, we must be able to simplify the terms in which we are accustomed to talking and thinking about our subjects, and not to take hope or lose hope too quickly with our students, not to regard them as either totally like or totallybunlike ourselves.

Was the orientation meeting in New Haven helpful? What other kind of orientation program, if any, would you recommend?

The kind of orientation meeting such as was experienced this spring, in which the situation in southern Negro colleges is spoken of in general terms, if not harmful, is not much help. In many ways the spokesman from the foundation was misleading in what he said, at least as it applied to A. M. and N., particularly in his stress on possible student and faculty hostility, of which there was in effect none at A. M. and N. As I said before, there is the danger of two much orientation, and in any case, as we found out at the Memphis meeting, the situation at each college is in varying degrees different from that at any other college, so that perhaps the most helpful kind of orientation would be one in which a group which is going to a certain college got together with one or more people who had been there before, where this is possible, and simply discussed that college's situation on an informal basis, where those who have had the experience behind them keeping in mind that there are a number of aspects which the newcomers should discover for themselves.

What was the value of this program to your students?

To those to whom it had value, it had it because they had the chance to ex-

perience not necessarily better or more enthusiastic teaching than they are used to, although this may be the case, but because I directed their full attention to the literature itselfand away from, for the time being, other irrelevant and distracting matters, and because I was personally concerned, as far as the limits of my large classes permitted, with what each of them had to say or write about what he was reading, whether or not it agreed with what I or anyone else said. I asked them repeatedly to be disagreeable, and some of them were and said that they appreciated the chance, and this is a very considerable step.

To the college in general?

I think the greatest value to A. M. and N. was that lodged in the act of asking us to come there to begin with. Since the state supplies their sole support, the administration is naturally afraid of any conflict, especially with the Pine Bluff community, that might arise from having white faculty members. And I think that we, or at least most of us, showed them that white teachers can work beneficially within the given setup, discouraging as it might sometimes be. I hope that other state colleges might be encouraged by the success of the program at A. M. and N. to join in themselves.

Do you think that this program should be repeated next summer? How should it be modified?

I think that it should be continued for as many summers as it is needed. It should be modified to the extent that more schools should be included on both ends ~~of the deal~~, within the limits of the size and ability of the program's administration to handle effectively a larger number of participants. We should continue to operate according to the needs of the Negro schools and not attempt to offer anything more than teachers in the fields in which they need them. As I said before, we should offer for employment only students with some graduate experience behind them, and to have them teaching the subjects which they are studying or are otherwise well versed.

As for the matter of freshman remedial programs, I think that this is in many ways a more valuable project than actual college teaching, but I am not sure that we should at this time attempt to undertake the placing of teachers in such a project. If the colleges are in need of such programs and we are able to find graduate students willing to teach them, we should go ahead and offer their services, but I think that graduate students would be more useful and happy teaching at the regular college level, and in any case, they should be forwarned if this is the kind of program in which they are likely to find themselves involved. I feel that undergraduates might be very useful in filling this need, but I am still skeptical about the advisability of sending undergraduates in large numbers to these schools at this time. Perhaps this aspect of the program could be thought about and prepared for now, but we should wait a year or two before launching it.

Would you consider teaching at a predominantly Nehro college for a year or more? Would you recommend this type of position to your friends? Why or why not?

I would consider such a position and would recommend it to my friends for all the reasons of personal satisfaction mentioned throughout this report. I am presently applying to teach English this year at A. M. and N., and I have made inquiries at another Negro school. I said before that nine weeks at A. M. and N. was a very frustrating experience because it was a period just long enough to arouse my enthusiasm for teaching there and for giving me a number of ideas about how to solve certain problems and to teach more effectively, but it was too short a period in which to act on these ideas. I am sure that many of our group feel a need to be at their schools for a longer period, although this is perhaps not as feasible for them right now as it is for me. For that reason I think that the program should adopt some substantiated way of encouraging members of our group to stay at their schools for a year or longer as well as to encourage the schools to accept them. The summer experience provides an excellent warm-up opportunity and the program could certainly use some kind of organization to enable us to follow through.

The program has succeeded in turning out a number of people this summer who are now well qualified and in some cases I'm sure, anxious to continue teaching at their schools, and it now needs to develop a demand for its products.

BRUCE C. JOHNSTON - S. I. at Rust College

Prof. Morland - consultant

File
S.N. Proj
rec'd 7/2/66

Bruce C. Johnston
World Literature teacher
Rust College
Holly Springs, Mississippi

I TEACHING RESPONSIBILITIES:

1. Course: World Literature

2. Time: Monday through Saturday, 7:45 A.M.---9:35 A.M. (slight variation on Saturday)

3. Class: Seventeen students during the first five week period; Twelve during the second.

4. Text: Hibbard, Addison; Writers of the Western World, Houghton Mifflin, 1954

Lynskey, Winifred (ed.) Reading Modern Fiction, Scribners

Baldwin, James, The Fire Next Time, Dial

While at Rust, I was given complete autonomy in the organization and presentation of my course. When I arrived I was given the Hibbard text listed above and told that this book would form the basis of my curriculum. Although the book has some fine selections, it is filled with outdated translations of works inappropriate for use in this college. Translations of the Greek playwrites especially were too stilted for effective use in the classroom. Too many of the students had only superficial backgrounds in reading and were not intellectually or emotionally prepared to confront the old masterpieces. Vocabulary was a major problem so that even much modern fiction (e.g. Henry James, Faulkner, Conrad) was painful for the student.

Speaking succinctly, the teacher at Rust was placed in the position of presenting college level material to students capable of producing 10th grade work. Most of my students appeared to have at least average intelligence so that present weaknesses appear to be the result of past educational deprivation rather than individual intellectual debilities.

Teaching conditions were adequate. The classrooms were clean with a requisite number of desks; the blackboards were in disrepair. Rust College is not, however, a place conducive to study. The classrooms, library, dormitories and bookstore are all hot and uncomfortable due to the lack of any air-conditioning. When the teacher finds it almost too hot to think, one can well imagine that the average student has long since given up the effort. There is, in effect, no bookstore, and no outlook for general paper-back publications within forty miles of the college. One's assignments are limited to materials in a library which is poorly organized and insufficiently stocked. Rust College is in dire need of a good bookstore which can serve as an intellectual meeting place and hunting ground; it also greatly needs a quiet, cool place to study where recent publications are available

and placed correctly on file.

II Extracurricular Activities

1. It is important for the Negro student to be exposed to the white faculty member under many circumstances. The teaching job to be done in the Southern Teaching Program is not strictly academic, but necessarily extends into the broadest range of human interaction outside the classroom. If the white man has historically denied the "humanity" of the negro, so too does the negro tend to suspect the humanitarianism of the white worker in the South.

   Therefore the teacher should pursue all possible extracurricular contact with the students. A student-faculty baseball game was held at Rust; this project provided closer physical contact with the students as well as lots of laughs for the crowd assembled. The teacher should be encouraged to attend NAACP meetings, church, faculty seminars, student parties; on all occasions, the teacher must be careful not to view events as a dispassionate outsider, but demonstrate in a sympathetic way that he is interested in what is going on. Although it is no easy task, one should toe a diplomatic line between being a "northern spectator" and being an overzealous revolutionary.

2. Motives for joining this program are unimportant viewed against the key issue of how hard the participant is willing to work once he reaches the South. Whether the teacher is in the South for glory, escape, money, he must not expect to find the work easy. Teaching at a southern Negro college like Rust is emotionally exhausting and physically debilitating. The results in the form of increased aptitude in the students or general acceptance of the white in the Negro community are not substantial; therefore the teacher must be prepared to accept changes and improvements on a small scale, realizing that he is a small part of a much larger and far longer process in which, hopefully, many other like-minded southern program teachers will follow in the effort to consolidate and improve upon the changes begun today.

3. The most exciting part of the Southern Teaching program lies in the opportunity given to white teachers who have been raised in the upper-middle class white milieu to view the Negro community at close hand. The comaraderie which develops between the sympathetic teacher and those Negroes who trust his motives, the warm hospitality, the sharing of unique cultural viewpoints and habits are all part of a

spiritual rebirth which was felt by several in the Southern teaching program. In this era of automation, depersonalization when one thinks so much of his alienation from society if not life in general, the Mississippi experience gave me a new vital sense of doing something worthwhile.

4. Major frustrations: the hypocrisy of many negroes--a habit with its historical explanations and justifications--but one which constantly inhibits closer white-negro relations. Many negroes, a completely undeterminable number, in the faculty and in the general community either resented white interference or distrusted the sudden appearance of white "do-gooders". Unfortunately, many weeks pass before the identity of who is for and against can be ascertained with any accuracy because all negroes, regardless of their sympathies, appear on the surface to feel the same.

Another frustration: the white community is entirely uninterested in communicating with visiting teachers. Ministers avoid offers by teachers who wish to speak to the congregation about the Southern Teaching Program. The newspaper in Holly Springs waited for five weeks before publishing any information on the program, and when the article was finally printed, the facts were greatly distorted. In the future, members of the Southern Teaching program should make every effort to communicate with the white community. Our program should not be limited to educating the Negro but must also address itself to the equally difficult and strategic task of confronting and perhaps changing white attitudes as well.

5. Qualities necessary for successful participation in Southern Program: (one should remember that the preceding and following judgments are made on the basis of experience at Rust College in Mississippi---a college and a state with unique characteristics)

   a. Most important is that indefineable quality which some people have of understanding and handling people; the southern teaching experience presents all of the trials of human relations writ large. One needs to apply unusual patience in and out of the classroom.

   b. Included under (a.) but noteworthy of separate listing--a love of people coupled with at least the potential for social concern and political awareness.

   c. physical durability

   d. intellectual curiosity in coordination with an open toleration for habits and ideas which often appear strange to the white middle class American. (strange perhaps

at first sight, but understandable in light of ensuing experience.)

6. I did not attend the orientation at New Haven. I would strongly recommend orientation programs for next year's schedule--a program run by this year's teachers who could warn new participants of the many pitfalls and challenges which await them.

7. This program should be both repeated and expandedin the summers to come. In addition, there is no apparent reason why the Southern program should not be expanded into an all year program which provides qualified teachers for the sadly deprived Negro student. I cannot over-praise my summer's experence teaching in Mississippi nor will I soon be able to accurately assess the personal growth to which this experience gave rise. I may have been a teacher, but the Southern Teaching Program represented for me a great learning experience, one which I have been happy to share with various church and civic organizations here in my home area of San Francisco.

As convinced as I am of the personal rewards of this summer, so to am I certain that the Negro in the south greatly needs and deserves the continued attention of concerned educators in the north. If my own educaltional program allowed me the freedom, I would look forward to returning to Mississippi to carry on the strategic work which remains to be done there. I only pray that in the months to come the work which our pilot group has just begun will be extended and improved by increasing numbers of conscientious people who follow after.

This report is but a sketchy representation of the many feelings I have about the Southern Teaching Program. I have deeply appreciated my affiliation with this group and will be more than happy to offer my services in any way possible in the years to come. During the following year I can be reached at Columbia College of Physicians and Surgeons
Bard Hall
50 Haven Ave.
New York 32, New York

Yours truly,

Bruce Johnston

Rec'd 10/6/64 STP

REPORT ON SUMMER TEACHING
YALE SOUTHERN TEACHING PROGRAM

College: Bethune-Cookman College, Daytona Beach, Fla.
Instructor: Barbara M. Hurwitz

I. Teaching Responsabilities:

My position at Bethune-Cookman College was that of instructor in sciences. The college preferred to think of us as "interns," a term normally applied to practice teachers from undergraduate departments of eduacation; we took pains to clarify (and re-clarify) our positions as often as neccessary. We were therefore theoretically under the supervision of a member of our departments; but in no case were we given any help from these advisors except with respect to the location of laboratory equipment or teaching aids. I taught a course in introductory college physics and helped supervise a course entitled, "Methods and Materials in Teaching Elementary Science." In addition, I taught biology and chemistry to the "Summer Study Skills" program - a group of ten twelfth-graders who wanded remedial and/or accelerated work in various fields. My teaching load averaged 22-25 hours per week.

Texts for the physics and "M&M" course were selected by the college, and were texts designed for college use. I am in no position to judge the "M&M" text, but I know the physics was poor - too elementary in the wrong places and incredibly confusing in all the others. Since, however, the campus "bookstore" (one wall of shelves in the Business Office) was the only place for miles where textbooks could be purchased, and since even this bookstore had forgotten to stock the physics texts, the class had no choice but to use the books which they borrowed from others who had taken the course.

The college students in my classes were mainly upperclassmen, ranging in age from 19 to 30 or so, and the session was a regular six weeks' summer school session. The high schoolers were aged 14 (these were the brightest school students; one had skipped a grade, and one was BCC's President's daughter, who was a year behind the others in school) to 17. There were, of course, no books for the high school classes to use. I put a few advanced texts on reserve for anyone who might be interested, and had to hope that my lectures would be clear enough for their notes to serve as textbooks.

Our performance this summer could have been improved if,
a)we had known immediately what courses we were to teach, so that we could have prepared for them before we arrived, brought suitable teaching materials of our own, etc.
b)we had been given a few fewer hours per week of teaching. This, however, would have been impractical: our teaching load was not much different from that of the rest of the faculty.
c)the summer Study Skills group had not had so much sandwiched into so few (4) weeks. How much biology <u>and</u> chemistry can a class be taught in 20 class hours? How much can they <u>learn</u>, if they are taking four other courses at the same time! The four of us, in addition, should have been warned so that we could have prepared a satisfactory course, thought of which topics there would be time to teach, etc., before leaving for Florida. Ideally, such a program should teach <u>only</u> the fundamentals which are most lacking in the group — basic grammar, principles of

Ic) composition, arithmetic — and then perhaps allow the students to choose one area in which they are interested, be it science, histry, mathematics, literature, etc., for seminar.

II. Extracurricular Activities:

We participated in no extracurricular activities of a civil rights nature, mainly because we did not want to be hindered in our principal occupation, instruction. I did, however, sing in the Summer School Choir, as did Fontaine Belford. As the only faculty members and, of course, the only Whites, we were a source of delight, and of pride. I enjoy music and sight-read well, so used to get together with a small group (about 5 or 6) of the most musical, and have jam sessions singing old Winter Choir music (I would sight-read. The Winter Choir is possibly the best college choir I've ever heard, and their music selection is excellent), or take my guitar and go out to the beach for beach parties. The guitar was, with the exception of a small electric fan I bought, my most useful possession. There were no other organized extra-curricular activities; but the four of us were living in a small guest house with a large living room, right on campus, and the living room became a favorite hangout for a fair number of students. Talk was mainly casual, occasionally becoming heated on the topic of "why college?" or "why be motivated?", but almost never touching a problem of civil rights. The way we were housed, by the way, was about the most intelligent thing the college ever did as regards the four of us. We shared Ranslow Hall with three other faculty members and with any imprtant guests who arrived on campus. Thus the four of us were together, and at the same time with the faculty, and at the same time right in the middle of the campus and readily accessible to students.

III. My reasons for participating in the program were rather confused. First, I was tired of laboratory work and wanted more direct contact with people, and a chance perhaps to help them more directly. Second, I was infused with a "civil rights"-type enthusiasm, and could not afford to pay my own way on the COFO project. Third, I wanted to do something completely different from anything I had ever done before - after four years of college, and before four longer ones of medical school, it was time for a change. My expectations were distorted only in the second case: we learned almost immediately that the college took pains to consider us <u>only</u> as teachers, and NOT as civil rights workers of any sort. We made no faux pas on that subject, fortunately.

IV. How can you give a "major satisfaction"? All I can say is that I found I <u>could</u> teach, and that I <u>could</u> form friendships with a group of people whose backgrounds were practically at the opposite pole from anything I had experienced in my ivory-towered existence. I guess the major satisfaction for all of us was that we overcame the suspicions of the faculty, administration, and students in not considering ourselves "different", and in not slacking off work and having a good time (which is actually what they had expected), but instead teaching, teaching well, taking a consistent interest in our students. By the end of the summer, the students were almost apologetic in referring to the color of our skin. It was as though they excused it by thinking, "It really isn't their fault that they're white - underneath they're really like us!" And yes, there was a major satisfaction: at the end of the summer we were all invited to stay on, if we could, or in any case to come back and become permanent faculty members!

V. Our disappointments were minor. Lack of equipment and books, for example. The chemistry lab had no spatulas, noglassware, no filter paper, no gas for the bunsen burners until the fourth weeks and the analytical balances could not be used because someone had taken all the riders. There was no copper wire of any sort. The library was, of course, extremely poor.

Socially, we expected more of the professors. Whether they were antagonistic, uncertain, or just busy, we were never invited to any of their homes, given any sort of reception or welcome - with only one or two exceptions. Our social life therefore revolved around the students.

There were no problems of interracial dating because we weren't asked. Things were kept on a friendship level, even at the parties given by the students which we attended. Very nice, very uncomplicated. I was at one point asked out by the art instructor, and accepted until I found out he was married. I simply told him my liberality did not extend to dating married men, and he said he understood. It would, however, have been infinitedly preferable if the college had told us all quite bluntly, when we arrived, how it felt about dating. Next summer all colleges should be instructed to do so - it would solve many, many incipient problems.

As far as the community was concerned, much of the Negro community knew of our existence and approved - we were possibly the only whites who walked safely down the streets of our section of town. The white community was ignorant of our existence. We were supposed to have been on television, but I think when we handed in the list of questions we wanted discussed on the panel the plans were squashed.

VI. It would be very difficult to hand in a list of "qualities." Broadmindedness, patience, tolerance for minor discomforts, ingenuity - all of these in a greater or lesser degree. But most of all, a sense of humor is required, an ability to make light of, or see the humor in, any situation. Intelligence - yes, the more the better. Also the ability to get along with people, because the greatest friction can arise right within the group of teachers on the program. An easygoing surface and a compulsive inside. The true introvert would not be happy. All of us possessed the above qualities, but to such varying degree that we were all completely different.

VII. I didn't attend. I don't think I missed a great deal.*

VIII. Value to the students was not large, academically. It is too late to change the habits of a lifetime. But it was good for them to see a group of their contemporaries from so different an educational background, with such different ideas about education; to know that the opportunities we had are open to their children; to know that attitudes such as ours exist- both towards education and towards Negroes; to recognize our basic similarities. All of the above apply equally to the college.

IX. This program should definitely be repeated and repeated, until there remains no more reason for repeating it. (I [illegible]) It should be expanded and enlarged, the teachers should have more say as to the content of their courses, and the faculty and administration should be adequately prepared in advance of our arrival as to what we are, what we are doing, and why. Perhaps in a few years we can run whole summer instituted for those few college students who want remedial work in order to enter Northern graduate schools.

*see reverse side.

* Very little can be done to prepare one for the shock. To see classes struggling to add $(3x+2)+(7x+4)$ and getting $16x$. For physics students who have not had the equivalent of 9th grade mathematics. For seniors and graduates who do not know the elementary rules of grammar - who find difficulty expressing themselves orally, much less in a written language. This they should be told - but they will have to see it to believe and understand it.

X. Unless I fail to complete medical school, I would not be able to spend a year or more teaching at a predominantly Negro college. However, I would recommend it to friends who could spare the year; especially to those interested in college teaching. It would be an extremely valuable experience for the college*, and an extremely important, eye-opening, rewarding, instructivelearning process for them. I feel that I gained a vast amount of insight, self-confidence, and wisdom from my summer, and that it was, actually, a privilege for me to have been able to participate.

*especially the students

QUESTIONNAIRE FOR SOUTHERN TEACHING PROGRAM INSTRUCTORS

I. Teaching Responsibilities:

Please describe your teaching position. How many courses did you teach? How many hours per week? What types of books did you use? What was the educational level of your students? How was your work supervised? Were you teaching in a special institute or in a regular summer program?

Do you think these conditions were satisfactory? Could you have been more effective if the conditions were different? How would you change them?

II. Extracurricular Activities:

Did you participate in extracurricular activities which would be of interest to future instructors in this program?

III. Why did you want to participate in this program? Was the summer different from what you expected? In what ways?

IV. What was the major satisfaction of the summer? How was the experience valuable to you personally?

V. What were the major frustrations? Please describe any problems that arose in working with students, other faculty members, administrators, or the local community (white or Negro). Were there problems concerning teaching? Social life? How could any of these problems have been avoided?

VI. What qualities should we look for in future teachers in this program?

VII. Was the orientation meeting in New Haven helpful? What other kind of orientation program, if any, would you recommend?

VIII. What was the value of this program to your students? To the college in general?

IX. Do you think that this program should be repeated next summer? How should it be modified?

X. Would you consider teaching at a predominantly Negro college for a year or more? Would you recommend this type of position to friends? Why or why not?

Rec'd 10/7/64

Answers to Questionnaire

Christopher P. Hadley
Southern Teaching Program
Arkansas A.M.& N. College
Summer, 1964

I. Teaching Responsibilities

My teaching position was officially that of "faculty interne" and I taught at the instructor level in the mathematics department. I taught two courses the first six weeks (Logic and Introduction to Calculus) and one course (Calculus II) the last three weeks, thought in both cases the teaching load was the same--fifteen hours per week.

I experienced my greatest difficulty in obtaining books for my classes. In the first (six weeks) session the books were not ordered until after classes had started, the result being that the logic books arrived when the coursem was almost half over, while the calculus books never arrived. Since there were only a couple of copies of these books available for a combined total of sixteen students, homework was a makeshift affair and the students suffered greatly from the ladk of books. For the logic course I used Copi's Introduction to Logic, a good book to start with but which postpones consideration of symbolic logic too long in my estimation. For the Calculus II course the text was Thomas, Calculus and Analytic Geometry, Part I.

The educational level of my students was generally much poorer than that found in the average northern college, although they were teachable and there were one or two bright exceptions in a group of twenty students whom I had this summer. Their background in algebra, logical reasoning, and self-expression in writing was particularly a handicap. I was not supervised at all, in the sense of being watched over, although the chairman of the math department

Dr. O.T. Shannon, is a good man as teachers down there go and gave me suggestions as to the texts to use and what pace to proceed at. He never observed me in class, however(which was fine with me; I was nervous enough as it was). I was teaching in the regular summer program and my students were mainly juniors and seniors and In-Service teachers back for summer work.

Except for the textbook situation, there are no readily-correctible errors I can point to. The chief problem is to try to make up for the lack of education the students have suffered all through school. For this the only thing which can be done by us is to institute some kind of a remedial summer program for high school students at the college, stressing math, english, and logical thinking. Along with this it might help to reduce the teachers' teaching loads to no more than 10-12 hours per week.

II. Extracurricular Activities.

I had little time for extracurricular activities around the school, as I was too busy and/or too tired to start anything new.

III. To be honest, the chief reason I joined the program was because it represented a secure summer job, something I didn't have at the end of school last year. However, in defense of myself I might add that I am considerably interested in the civil rights movement and wanted to work in some capacity in the south last summer. The summer was different from what I had expected chiefly in that I did nothing at all of a civil rights nature aside from merely being there. For me, it was a very quiet summer.

IV. The major satisfaction of the summer was the knowledge that

although I was not on the firing line of civil rights activities I was contributing, at least in theory, as much to bring about the conditions under which Negroes can live as free men, able to enjoy the benefits of a free society, because educated to make intelligent choices.

In addition, the experience was valuable to me personally because of the friends and acquaintances I amde among the students and faculty at the college, the experience I got in dealing with delicate human situations and in teaching, and in the knowledge I obtained of life in the south, particularly in the Negro community.

V. The major frustration was trying to overcome the almost, inborn apathy of the southern Negro student. A minor frustration was dealing with an administration which, because it oversees a state school, is politically ultra-sensitive and therefore careful to always present an unchanging face to the community. I feel this contributes to the general apathy on the campus, since students are discouraged from trying to go out and get any of the freedoms which they are supposedly being trained to enjoy. The only way this situation can be begun to be remedied is for those student teachers there, by persuasion and subtle pressure, to urge the administration (the president) to change its view gradually.

VI. The qualities to be looked for in future teachers in the program are: first, the ability to communicate; second, a sincere concern about improving educational standards; third, appealing personal characteristics which enable one to get along well among new acquaintances.

VII. The orientation program in New Haven was, I think, a good idea

and should be repeated and extended in scope, perhaps to include a weekend of talks and forums and individual discussion.

VIII. The value of the program to my students was I think primarily in the opportunity it gave them to be in an integrated classroom situation for the first time and to glimpse what education is like in northern colleges. Hopefully, also, they learned something of substance about logic and calculus. Its value to the college consisted in the impetus we may have given to the movement for increasing liberalization of the college atmosphere and the corresponding value placed upon a strong college academic program both by students and faculty and administration.

IX. I am convinced that the program should be repeated next summer and on a much more extensive scale. I would modify it to include remedial work in math, english and logical thinking for high school students, who might be taught by undergraduates. At the college level I would try to insure that those selected to teach have at least an undergraduate major in the field they are to concentrate in and preferably a year of graduate work in that field. I say this because I taught math with a rather weak background in the field and had to grope around at the beginning. If I am able to return I would prefer teaching philosophy and/or religion this next summer, as these are my fields of graduate work.

X. I would consider teaching at a predominantly Negro college for a year or more if I were married and the school were in or near a good-sized city and would recommend teaching under the same circumstances to friends, except possibly those who are exceptionally independent and self-sufficient, able to live and work in a condition of isolation from the white community.

Philander Smith College
Robert Myers

October 7, 1964

Dear Harriet,

While this letter does not follow the outlined mimeographed questionnaire, I do have a few remarks which may prove to be useful in your evaluation of the program.

My summer at Philander is something I will not forget, from the standpoint of what I saw, the people I met there, and the teaching experience. I would not hesitate to spend another summer there if I were in the position to do so. Best of luck to the program in future years! Expansion into areas of remedial work particularly in writing would prove worthwhile.

I went to Philander with several misconceptions. One was the Negro's desire for an integrated community. This is not true. The Negro wants equal opportunity, something he has not enjoyed. Forced integration at present seems to be the best solution for providing such equal opportunity. Forced integration, however, is not a solution engineered by the Negro. I further learned that the white freedom rider of several years ago was one of the biggest insults to the Negro's quest for equal opportunity. No one knows the Negro problem better than the Negro. There are very, very few whites who have ever lived in a Negro community, a necessity to appreciate the intimidation and mockery that most Negroes face today. The feelings expressed here paraphrase the sentiments of Mrs. Grayson, the librarian at Philander.

I came to know the Philander population very well this summer. (We penetrated very little into life in Little Rock proper.) There were many students who felt that being at college (whether or not they did anything while there) was a key to a degree and future success. They were unfamiliar with a competitive academic atmosphere of high standards generally found in colleges of the East. I attempted to impose high standards and found a very slow but nevertheless significant response. This was at once pleasing.

In sum, I could not have enjoyed my summer more, hoping that some of them profited in having our group there as much as we profited in being there.

Sincerely,

Bob Myers

JAMES A. TODD - S. I. at St. Augustine's College

Prof. Morland - consultant

SUMMER TEACHING AT ST. AUGUSTINE'S COLLEGE--1964
by James A . Todd

I. Please describe your teaching position. How many courses did you teach? How many hours per week? What types of books did you use? What was the educational level of your students? How was your work supervised? Were you teaching in a special institute or in a regular summer program?

Do you think these conditions were satisfactory? Could you have been more effective if the conditions were different? How would you change them?

My teaching postition consisted of instructing two classes, one in college algebra-trigonometry and the other in social statistics. The classes met five days a week for an hour and a half each. This meant that I spent three hours a day in class. The school prescribed what textbooks I should use in class; the one for the social statistics was very elementary, assuming no more than a very elementary background in algebra, but the college algebra-trigonometry book was quite good and up to date. As far as I could judge, the Mathematics Department, under the direction of several young men, maintained high, advanced standards for a school of the caliber of St. Augustine's. In spite of the attempt to maintain high standards, the students, in general, registered in the courses I taught, lacked even minimal preparation to attain proficiency in the subject. Of course, it must be admitted, although not dismissed, that most of the students at the summer session were repeating courses failed during the regular semesters. Some were repeating the course for the third and fourth time; unfortunately they will continue taking the course until they realize that they need basic mathematical preparation or until someone passes them out of pity. I did have one good student out of the fifteen I had in my two classes, and she managed to earn an A. Godd students were a rarity during the summer at St. Augustine's because most of them were working during the summer rather than accelerating their education. Furthermore, St. Augustine's does not teach during the summer the courses desired by advanced students. There was no supervision of my work except for that I solicited from some of the regular instructors. The men who regularly teach the courses I taught were available for consultation if I sought them out, but they were hesitant to suggest explicitly what I should do in the class. Since the ideal of academic freedom seemed to be a sensitive subject with them, they let me proceed on my own rather than under their supervision. From what I could surmise, freedom to teach according to certain ideals is impeded by certain persons in positions of power, but I found no hinderance probably because I was a "guest". The thing about which the regular instructors were concerned was that I maintain standards they had attempted to set; in fact they were pleased to see that my students were having to work for their grades. The attempt to maintain standards and to move students along is a focal point of contention between various forces on the faculty and the administration, for many on the faculty feel that the administration infringes upon their right to teach as they please. I must admit

that this complaint is not entirely justified but it does have some founding.

The reason why the regular instructors were not teaching the courses I taught was that the college lacked funds for a complete, self-sufficient summer program; I was the only person there to teach mathematics. The man who usually teaches social statistics is the registrar and was in charge of the summer session, and the man who teaches college algebra-trigonometry was instructing in a summer institute for secondary mathematics teachers.

As far as I was concerned, the freedom I had in conducting my classes as I best saw fit was important in allowing me to adjust to the special circumstances of the summer session. And as I have said, the regular instructors were available for consultation when I asked for it. In addition there were made available some old examinations and course outlines; yet these had to be procured from the instructors since the administration had no idea of what was done in the classes. For that matter, all the help I received in teaching was from the teachers.

II. Did you participate in extracurricular activities which would be of interest to future instructors in this program?

I had no opportunity to participate in extracurricular activities at the college since there were none and since my time was consumed in classwork and preparation. There were several social events that were attended, but beyond these few things nothing was available.

III. Why did you want to participate in this program? Was the summer different from what you expected? In what ways?

My reasons for wanting to participate in the Southern Teaching Program were that I wanted to put to use my undergraduate training in mathematics and meteorology (which appears utterly useless in divinity school) and to contribute constructively to the civil rights movement by assisting in education, the only hope of the Negro if he wishes to compete openly with Whites on an equal basis for jobs. In retrospect now, I see that I underestimated the need for an armada of equipped persons to effect the radical change necessary if justice and equality are to be realities anywhere, especially in the South. The summer differed from what I had expected in that the educational level of the summer school student was way below my expectations and that his desire to learn was all but engulfed in lethargy. His concept of education and its pragmatic value was completely warped. The need for inspiring the students to work because there is now opportunity cannot be underestimated. This can only be accomplished with idealistic people working directly in needy areas with the depressed and dispossessed; the present faculty in many instances has lost its hope and idealism and has become content with the status quo of mediocrity. This is not to say that the faculty is not receptive to a renewal of idealism, but that a new unexposed, inexperienced impetus is needed to gen-

erate effectively radical academic change. Just seeing idealism again revived hope in some of the faculty. Yet, many times I heard the remark, "You are young and vigorous, but soon you will see that it is no use and that your efforts are in vain." I must admit that it did seem futile many times, but discouragement and disappointment had to be hidden. Therefore, not only did the program have an effect, small as it may seem, upon the students, but also it produced a contagious idealism among teachers, and hopefully administrators.

IV. What was the major satisfaction of the summer? How was the experience valuable to you personally?

My major satisfactions came in the informal contact I had with students and instructors. The opportunity to confront and be confronted by the Negro college student and professor produced a rewarding summer for me and those with whom I came in contact. I felt only at the end of the summer that some progress was being made with the students because a few of them seemed to be developing some desire to excel and progress although this image was tragically shattered by a meaningless, immature act on the part of a few irresponsible students--because I had to fail regretably practically all of my students, a few delegated to themselves the task to express miserably their animosity by pouring water on me from a dormitory window as I passed under it. Physically this was harmless but it aroused in me the nauseating fear I had attempted to conceal from myself and others for many weeks--many students just did not give a damn about being educated. But why? I realize now that the plight of the Negro and his sense of values is so degenerate that no small scale program of good-will can alleviate or even ameliorate the situation. I cannot totally blame the students for their action although I believe no one can escape partial responsibility for his actions. The act was not something directed at an individual by discontent individuals; rather it was indicative of a much larger, more complex socio-economic problem. I hold no personal contempt towards the particular students I assumed were involved; I only feel that the system must be destroyed as quickly as possible. Also I feel that maybe I did not fulfil my mission and responsibility to these students by instilling in them an attitude counter to and transcending the bitterness and frustration of the past. With a few of the students maybe the seeds of hope were planted, but this is needed with many more and needs to be pursued among those who may have the seeds of hope struggling for survival on rocky, barren soil depleted through generations of misuse and dispair. What has been accomplished must be cultivated until it becomes self-perpetuating and integrated into the rest of society, and what has not been touched must be continuously exposed to the ideals of mankind. Seeing the roots establish themselves among a few students was satisfying, but seeing many more students lost in the sea of apathy and dispair was frustrating to the point of general discouragement. I now understand,

although I am no authority on the subject, the hopelessness I observed among so many of the faculty and administration. Being dropped into this seemingly incurable state of dispondency deposited in me first-hand knowledge of the hopeless plight faced by a large segment of society as well as the enormity of the task confronting those who hope to untangle one hundred years of injustice, and to destroy the false philosophy of "separate but equal".

In addition to the sociological insight I acquired, I also consider the classroom experience invaluable: I have a greater respect for the teacher and I have attained a greater maturity in the discipline of mathematics, something which I could never have procured in a comfortable, insulated situation.

V. What were the major frustrations? Please describe any problems that arose in working with students, other faculty members, administrators, or the local community (White or Negro). Were there problems concerning teaching? Social life? How could any of these problems have been avoided?

In addition to the several frustrations mentioned above, I continuously struggled with the shallow background, if you have the imagination even to describe it as background, of the students. For the most part the students were not prepared for the level of work expected from them according to the catalogue description of the courses. That is, how can a student learn social statistics when he cannot even perform the elementary operations of arithmetic and algebra? Therefore, I found myself spending much of my time reviewing these unlearned or mislearned operations. I found myself caught in a vise with the needs of the students opposing the expectations of the administration; what eventually happens invariably is that both of these are sacrificed in order to "move the student on". The course is watered down and the student is given a passing mark; no achievement is required, only attendance and fees. To see people expediently cheating and fooling their own people sickened me. Normally one would call this traitorous, but the hopeless situation has seemed to call for this expediency. Although this is of course overtly condemned, it is yet covertly condoned. Fortunately a second-class education will no longer be accepted, so that the schools must give, and the students should demand, nothing but first-class education if first-class citizenship is to be fully realized. Destroying the mediocrity of the past will not be easy; the frustrations I and the other Yale student experienced dictate this to me. Another related problem found in the classroom was the inability of the student to articulate his thoughts when called upon to recite in class. What I discerned from the situation was that the student never has had an opportunity to express freely his thoughts due to a lack of ability because free thought generally seems to be inhibited by his monolithic culture and autocratic institutions.

Another problem was the token social contact: beyond the classroom, dining hall, isolated activities sponsered by the school, and discontinuous discus-

sions with a few of the more mature students, social life was confined. Being an instructor automatically set me apart from the students except for a few games of tennis. Contact with the faculty was less restraint although sometimes conversation was fabricated. I did become well acquainted with several members of the faculty, but these were only the ones with whom I worked when seeking suggestions for aiding students. Generally, though, I encountered reluctance on the part of the faculty as well as the student for further extended contact; I must admit that maybe I was not as persistent or alert to the opportunities as I should have been. However, I must inquire of myself how insistent a person can be when attempting to create social freedom. I was invited to three homes, but unfortunately since these invitations were during the last week, I was too involved and could only accept one which was to a mathematics instructor's home. It was there in an informal setting away from the institution that I discovered the extent of the bitterness existing between some of the faculty and administration. I saw hope and dispair; I saw love and hate; I was friend and adversary. I only wish that there had been more invitations earlier.

I feel that I should insert here some of the contacts I had with the community: one was with a group of college students under the sponsership of the National Student Christian Federation and the other was with the college Westminster Fellowship located at the West Raleigh Presbyterian Church and composed mainly of students attending North Carolina State. I was part-time leader of this latter group for the summer. It did not interfer with my teaching; actually it gave me the necessary sanctuary and relief from my responsibilities at St. Augustine's to maintain my composure through critical periods. In addition I established contact with responsible White citizens in the community. I encountered no open hostility in the community when it was known that I taught at St. Augustine's. The unique position of being involved in two separated communities gave me the opportunity to suggest ways to breach the walls of hostility and of fear that divide brothers. I hope that with some of my influence as well as that of the other students operating in the Negro community some continuous communication has been established, so that responsible citizens will not complacently rest upon the doldrums of past laurels. The students in Raleigh want to commit themselves, but they need the guidance and inroads of responsible citizens. Ripples of enthusiasm are moving across the sea of tranquillity and contentment; a storm of protest is about to erupt from many disenchanted southern White students if they are not first alienated by irresponsible Negro action. The student wants to know his counterpart--he wants contact not contention, he wants to see justice not suppression. I see a tremendous resource in the southern student's enlightenment.

copy all

VI. What qualities should we look for in future teachers in this program?

Several qualities are necessary for a person wanting to participate in this program: 1) he should have the urgent desire to work with students of limited as well as exceptional ability, 2) he should have a depth understanding of his subject as well as a broad background, 3) he should not mind living in relative isolation, 4) he should be able to have patience with administrational inefficiency although he need not accept it, 5) he should not have a paternalistic attitude, 6) he should be creative and confident, and 7) he should be able to adapt to a different social and cultural environment.

VII. Was the orientation meeting in New Haven helpful? What other kind of orientation program, if any, would you recommend?

The orientation in New Haven was helpful if not for any other reason than that it let us know that there was a program and that we could be assured that this was more than an impromptu adventure. I have no concrete proposals to offer for improving the orientation except that it should remain general in nature--as ours was--because each situation is different and the participant should not have too many preconceived notions about what he is entering since his experience provides ample opportunity for him to assess the situation. It must also be realized that there is much information available on the southern way of life and the Negro; the orientation should destroy the existing myth, however. What I do believe would be beneficial is several brief instructional sessions on how to work with deficient, unmotivated students. Much of the trial and error of the classroom could be eliminated or at least reduced, I believe, in a couple of sessions.

VIII. What was the value of this program to your students? To the college in general?

This question has been implicitly answered above, but to reinterate the two main points: the students do not especially benefit from the instruction as much as they benefit from the idealism and enthusiasm of the student instructors and their hope in the future. The institution benefits from the creativity and enthusiasm introduced by the unexposed student instructor.

IX. Do you think that this program should be repeated next summer? How should it be modified?

I definitely believe that this program should be repeated next summer although it should be modified some. The great need of the Negro students is preparation for college work because many do not even have the equipment necessary to comprehend adequately high school material. Therefore, what I would suggest is that the program attempt to channel participants into college preparatory programs and to encourage colleges that do not have them to establish them. What has prevented many colleges from initiating freshman preparatory courses has been expense, personnel, and pride. It must be admitted that a two or three month intensive course in mathematics or English will not produce

proficiency, but it can produce enthusiasm and encouragement before the student becomes a victim of the system--apathy produced by repeated failure. Instilling a real desire to learn is the first step in the process of education.

Another idea which might be explored is the deployment of qualified graduate personnel to replace temporarily regular faculty giving them an opportunity to pursue research or further study. Of course, the need still exists for the augmenting of the faculty for the conventional summer school as was the case at St. Augustine's, but this should be kept at a minimum since, I must regretfully say, most of the repeating students who enroll for these courses are beyond hope--they really need to begin all over again.

X. Would you consider teaching at a predominantly Negro college for a year or more? Would you recommend this type of position to friends? Why or why not?

more? Would you recommend this type of position to friends? Why or why not?

I would consider teaching at a predominantly Negro college for a year, but I would have one reservation--not being a graduate student in mathematics I do not consider myself fully qualified to instruct classes I might be called upon to teach. It would assuredly be something I would suggest to selected friends because I consider the endeavor valuable not only for the students and the institution involved but also for the participant.

Recd 1/6/65

Frank T. Gardner, Biology, Lane College
Jackson, Tennessee
Summer, 1964

QUESTIONNAIRE FOR SOUTHERN TEACHING PROGRAM INSTRUCTORS.

I. I was hired as an instructor and taught four different courses in Biological Science over a period of two five week semesters. Each of the courses met six days a week for a 1½ hour lecture, making a total of 9 hours per week per course and 18 hours lecture total per week. In addition to this, one of the courses, Anatomy and Physiology, scheduled one 3 hour laboratory per week. Books for each of the courses had already been selected and were in the college bookstore. The courses I taught and the texts were:

Biological Survey. The Biotic World and Man The book was poorly organized, overly complex, confusing to me and hopeless for the students. I organized my lectures around a more basic and modern approach stressing fundamentals rather than curiosities.

Anatomy and Physiology. Cate's Anatomy. A preposterously overly technical book more suitable for medical students. Where I used a book I used a paperback, The Science Book of the Human Body, and would have been very happy if the students could have achieved an understanding at that level.

Genetics. Sinnott, Dunn, Dobzansky, Genetics. This book was good and I assigned readings and problems from it to the students. I found, however, that although some of the students worked problems and exercises fairly well, none grasped the generalized explanations and discussions in the book. It became apparent that the vocabulary of a standard science text was too esoteric for the students even when non-scientific words were being used.

Biological Conservation. A very routine text (title forgotten) which I advised the students not to buy. I assigned books from the college library for weekly reports. Silent Spring by Rachel Carson and The Quiet Crisis by Stuart Udall were among those assigned.

My students were mostly college juniors and seniors, some of whom were teaching school themselves and working toward a degree during the summer.

The educational level of the students was in general extremely low mainly because of difficulty with the English language. Reading comprehension, ability to write and to comprehend lecture material was severely limited by inadequate vocabularies. This was very apparent in a course such as Genetics where the class showed fairly good problem solving ability, but had a very poor understanding of the generalities upon which the course material was based.

I taught regular summer courses and was not supervised.

I feel that conditions were unsatisfactory in that the students had too great a language handicap to get very much from a science course at the college level. I feel most of my efforts were probably wasted although perhaps one student in ten may have had his ideas about school and science changed. It was evident that

the widespread language difficulty resulted in an emphasis on rote learning and copying from books on the part of both the faculty and students. In the case of book reports practically all papers were copied verbatim from the source. I tried to counteract this habit by assigning talks to be given without notes and giving only essay questions on exams. In regard to the latter, the words discuss and describe rarely elicited any kind of discussion or description and I found that only when specific questions were asked could the material be drawn from the student. There was almost no initiative on the students part to demonstrate that he understood the material he was being questioned on.

In view of these kinds of difficulties I came to the conclusion that it was almost valueless to teach the kind of courses I was asked to teach. The real need is a crash program which would have to undertake teaching the skills which students need in order to be educable. Reading, grammar, vocabulary, logical thinking, ability to organize written material all must be improved before other course material will have any value for the student.

I feel that unless the entire emphasis at Lane College is changed, little of the above will be accomplished. It was evident to our group from Yale, and some of the younger faculty members at Lane also agreed, that the major emphasis of the school had to do with student behavior rather than scholastic excellence. Unless the school itself changes and decides to take the lead in this direction I do not feel optimistic about the ability of visiting individuals to stimulate initiative in the students and to help them adjust their attitudes so that they can take advantage of the greater opportunities (and greater competition) that face them since the Civil Rights Bill.

In my opinion for a program such as this one to do much good, it would be necessary for much more planning between the school and the program. A thorough survey of the students needs should be undertaken by a joint committee and then objectives for the program could be agreed upon. I am not in favor of greater supervision of the teachers, but they should be teaching more in line with the students needs and less in line with a rigid curriculum that has no basis in reality. There is certainly a need for the program to work at a higher level with Lane College and I think that the College would be receptive to ideas that were constructive.

II. Our principal extracurricular activity was carrying out a survey of the poorest part of Jackson. Our primary interest was to try to start some kind of ~~nursery~~ school for young children with the idea that the Lane students could participate in teaching and organizing activities for the children. Because of time limitations this did not work out, but we did complete a sociological survey of the area which may be used in order to press the city administration for improvements.

We did some testing of the Civil Rights Bill immediately after it was passed.

III. I wanted to participate in the program because I think that the situation by which the negro is denied equality is an intolerable one in our country and that education is in the final analysis the greatest need for the negro.

The summer was different than expected in that I expected more overt hostility on the part of the white people.

I was disappointed with the complacency on the part of the administration of Lane College with what it knows to be an inferior education. I detected no sense of urgency or reexamination in response to changing conditions for the negro.

IV. I learned a good deal about the problems of southern negro education and something about the adjustments being made by southern whites to a new status for the negro. The students at Lane College were very likable and I feel that with some of them there was a very definite benefit in getting to know someone with a different cultural background.

V. Major frustrations have already been cited. In general lack of contact with the regular faculty and a feeling that the needs of the students were for more basic instruction than for the kinds of courses they were taking.

VI. I think it would be advisable to include in each group at least one person who is fairly mature. There was a noticable attitude of resentment by some of the faculty at Lane to exchange of opinions about education with people who seemed to them to be only students. Also we have learned that in order for an atmosphere of trust to exist between a white group and a negro group in the south, there should be at least one negro with the white group.

VII. The meeting in New Haven was of some help although I don't really feel many of the things discussed applied to the situation at Lane College.

Now that there are people who have been at these various schools, a short meeting between these people and prospective new teachers would be very helpful. For instance I have saved final exam papers from each of my courses and these better than anything else give a clear idea of the level of ability of the students. It took me a fairly long time to be able to find the proper level for most effective teaching, and I am sure that as a result of my experience I would plan my courses differently.

VIII. A few of the students changed their whole outlook. One, for instance, told me that no one had ever asked him to read a book before. I think the brighter students began to question beliefs that apparently no previous teachers had challenged. I encountered no student who was aware that evolution is considered an accepted fact in biology even though the Tennessee law does not apply to a privately endowed school such as Lane College. All of the biology texts that I investigated at Lane, including the course texts, treat evolution as accepted and base much of the material that the students study on evolutionary principles. From this and my own experience it became clear that such ideas are not absorbed by the students unless the instructor explicitly teaches it in class. It took me a long time to come to the

conclusion that verbal assent by a class that it understood lecture material or reading assignments was meaningless. Probably due to the history of white-negro relations or habituation in fundamentalist type church responses there seems to be a great tendency on the part of the students to indicate agreement whether there is any basis for it or not.

The value of the program to the college in general, I think was to shake their complacency with the type of education they are giving. Although we had little interaction with the faculty, in one way or another some of our criticisms got through and while there was undoubtedly some resentment to this, I think the general effect was good and was causing many people to reevaluate the curriculum and the philosophy of the school.

IX. I would like to see the program have some kind of year round continuity even if only one person was on the staff during the regular year. Otherwise I feel that there would be a tendency on the part of the school to merely endure the summer visitors and everything would go back to normal in the fall. Also, as mentioned before, I think the program should be more organized with fairly definite goals agreed on so that there will be more of a feeling of accomplishment by the program teachers.

X. Due to my career in biological research, I do not think I could afford a year or more at one of these colleges. I would recommend it to friends who are primarily interested in teaching or in sociology as an interesting and rewarding experience. I think it is very important for the academic community to become aware of the problems and needs of negro education. Actual experience in it would be very beneficial to persons who may later be in decision making positions in education.

From my experience with science students and in looking around the Science Building at Lane College I feel strongly that much of the students' difficulty is a result of too little experimental laboratory experience. Although the physical set-up of the laboratories was good for a school of that size, it was evident that laboratory work was largely done with purchased prepared materials, plastic models, etc. This is especially unfortunate because those students who are interested in jobs as laboratory technicians do not get a decent training in laboratory work.

RICHARD WINSLOW - S. I. at Philander Smith

Dr. Cothran - consultant

File / S.T.P.

I. Teaching Responsibilities

I taught general inorganic chemistry at Philander Smith College. I had nine class hours a week but I usually held extra classes in order to cover material not sufficiently discussed in class. The class had Theory and Problems of College Chemistry from which I assigned problems. I took my lecture material from Chemistry by Sienko and Plane. The students did work which was of high school caliber. My work was not supervised in any way since I was the only man in the chemistry department for the summer. This was a regular summer session.

II. Extracurricular Activities

I took voice, piano, and organ lessons and sang in the summer choir. The faculty members were happy to give free lessons to anyone interested in their field. The choir provided me with an opportunity to meet many of the students on a more personal basis. I would recommend the choir highly to anyone with musical interests.

III.

I was certain that this program would be interesting and enlightening for me and I hoped that I could help in some small way to better the condition of the Negro. The summer was different from what I had expected. I was disappointed with the educational level of my students and with the general lack of interest in intellectual matters displayed by the student body. I had expected more trouble from the whites, but there was no evidence of resentment from whites. I was surprised at the number of close friends I made, and I was pleasantly surprised with my changing attitudes as the summer passed. Prejudices and fears were gradually destroyed.

IV.

The most valuable experience of the summer was making close friends with several Negroes. I had never had an opportunity to do this before this summer. The value of this experience is difficult to evaluate objectively. It does make the Civil Rights movement a more personal concern. I am no longer aloof from the Negro problem in America. I now have friends in the Negro race and when I think that they and many more like them have been treated with disrespect, and in an inhumane manner it causes me personal grief. I have been able to extend my experience with Negroes this summer to other groups which are subject to prejudice.

V.

I was most frustrated by one of my students who had a reasonable amount of ability but failed to apply himself. I could not seem to arouse his interest or reach him on an intellectual level. I feel that I failed to convey to him the fun and excitement of learning. There were no problems with faculty members, administrators, community, or social life.

VI.

I feel that patience, friendliness, sincerity, and intelligence are qualities which the ideal teacher should possess.

VII.

I did not attend the meeting in New Haven. Conditions varied so much from one teaching situation to another that a successful orientation program would be very difficult to prepare.

VIII.

VIII.

In general I feel that the people who participated in the program were as well qulaified if not more so than regular faculty members. I think it was good for the students to see people not much older than themselves who had a fair knowledge of a specific subject and very interested in intellectual matters. I think they were proud to study under people from Yale and Columbia and were surprised that we had other interests and did not study continually. Of course the association with whites who were gemuinely interested in their welfare was important in race relations. The college benefited from the program since it made possible the release of several of their regular faculty members for summer study.

IX.

I definitely think the program was successful and should be repeated next summer. I think if the person is to be asked to do anything but teach (i.e. work in the civil rights movement) he should be told that this will be part of his responsibility if he accepts the job. I'm not sure that the two can be combined successfully.

X.

I would not be willing to interupt my education at this point to teach at any college. I would recommend the program to anyone for the summer. A tenure of a year of more might be undesirable. The job isolates one from the white community which is undesirable if it must continue for an extended period. There is a lack of cultural activities and of intellectual curiosity which drains on one's own cultural and intellectual growth.

Richard Winslow

FRANKLIN E. BRAGG - S. I. at Rust College

Prof. Morland - consultant

Franklin E. Bragg, II
11 Graham Ave.
Bangor, Maine

Mr. Leslie Dunbar
Southern Regional Council
5 Forsyth St., N.W.
Atlanta, Georgia

Dear Sir:

I am responding to the questionnaire for The Southern Teaching Program. Rather than repeat the questions asked, I will number my responses to correspond to the numbers on the questionnaire. I hope this will be clear.

I. Teaching Responsibilities

I taught this summer in the regular ten week summer session at Rust College, Holly Springs, Mississippi. I taught one course in introductory biology during both five week semesters. I was a major in biology at Amherst College and am presently attending medical school at Columbia University. My course met two hours a day, five days a week. On Saturdays we met for an hour and a half. On Tuesdays and Thursdays the class time was spent in laboratory. Although the laboratory facilities were limited, we did manage to dissect several animals, spend considerable time looking through a microscope and work on hypothetical problems in genetics. The days we were not in laboratory, I lectured making a constant effort to elicit questions and responses from the students. This at times was extremely difficult. I suspect the students had not been exposed to this type of teaching before this summer. I taught 43 students first semester and 31 students second semester.

For the course we used as a textbook The Science of Biology, by Paul B. Weisz. This textbook is based on a molecular or biochemical approach to biology. Although I fear at times it was over the heads of my students, I tried to lecture using the same approach providing the simplifications necessary to make the book comprehensible. I felt, and still feel, that there was no reason to abandon the modern approach to biology (which is molecular) for the classic approach which is highly descriptive with a minimum of theory. Since I was not supervised in any way I felt free to use the approach I felt was best. I greatly appreciated this freedom.

The question of the educational level of my students was indeed difficult to answer. It was shockingly low. It is very

hard to evaluate it, however. I cannot put a grade level on my average student but would advise future teachers not to expect abilities above what would be junior high school in the East.

As I mentioned above, I was left quite alone in my teaching. Also as stated above I approve of this freedom. I think members of the teaching program have something different to offer, different, that is, from what the school was and is used to. By Allowing participants in the program ultimate freedom leaves the door open to new ideas in teaching and approaches to teaching which I think should be welcome in any school. This was especially true at Rust where a large majority of the students were going into teaching.

II. Extracurricular Activities

Rust College did a great deal to incorporate members of the Taching Program into college life. We were invited to present seminars to the students on topics related to our fields or interests. Further, we headed seminars for the faculty and staff on topics related to teaching and running a college. Rust College seemes well aware of the possibility of any new ideas we might bring or friendly criticism we might offer of things as we found them. For this I have great respect for Rust College.

Aside from these seminars our extracurricular activities were mainly social. We participated in a faculty-student softball game and gave a campus-wide party for the students. On both of these occasions werwere aware of the fact that we did not play a very good softball game or that we did not do the latest rock and roll dances very well. But I think it was important that we do them just the same and risk being made a fool of. Thus letting down possible academic reserve I think we convinced some of the students that we were friends and were not worried about maintaining a superior image. At Rust, and the problems in Mississippi are probably different in some ways from the other schools in the program, I think this was an important part in being accepted. Ulike at other schools in different circumstances, we were not immediately accepted just because we happened to be on the faculty. We had to do something positive to win over the confidence of our students. This was a pre-requisite to being successful in our teaching. Nothing could be overlooked.

III. Reasons for Participating in Southern Teaching Program.

My immediate reasons for participating in the Southern Teaching Program this summer was to gain experience in teaching. After a short time had passed I became aware of the fact that in Mississippi the fight for civil rights was not excluded from the classroom. Even in a course in biology, questions such as , "Is the Negro biologically inferior?", concerned the students. The way this effected me was to increase my awareness of the

problem and struggle to the point where at the end of the summer I was participating in activities sponsored by COFO in Holly Springs.

II. (cont'd)

After about two weeks at school Bruce Johnston and I became aware of the fact that the Rust College Library was in dire need of additional volumes. This is especially true since a good library is necessary before a college becomes accredited. Rust is still struggling for accreditation. One of the programs sponsored by COFO this summer was a book drive. Rust College was the clearing house for northern Mississippi. Bruce and I started looking over all the books which came in (and some shipments were in excess of ten tons) and selecting volumes of academic interest which would probably not be put to best use in a rural library. We culled in this manner over 3,000 new books for the Rust College library. When we were not looking over books for new volumes, we spend a lot of time in the library itself removing out-dated volumes from the shelves and starting the process of cataloguing the newly acquired volumes. We catalogued all the paperbacks in the library in addition to the new ones we added. Previously the paperbacks had not been catalogued.

IV. Personal Value of Program

My teaching this summer was my first experience in that field except for some laboratory assisting I did at Amherst and at medical school. I have been talking for several years of an interest in teaching. Now I know what I am talking about. Although I do not think I will be teaching in a school like Rust, the problems of teaching are universal. And the teaching challenge at Rust was a great as it is anywhere. A great deal of effort had to be expended in arousing interest in the subject matter. That is to say, it was a severe problem to get the students interested in studying.

In addition my understanding of the Negro problem in America was increased manyfold. I already have found that after seeing the severe conditions in the South I am much more sensitive to the problems in the North. I feel I will be much more effective in fighting for the Negroes in the North.

V. Major Frustration.

The major problem was one of acceptance. Even at the end of the summer there were faculty members and students who resented our being at Rust this summer. Above I have described efforts at breaking down this resistance. Being an optimist, I feel in the end that we did succeed in winning over some people who were resistive at first. Although only one Negro woman told me this to my face, I could feel that my students and several other people on or near the campus had loosened up with me.

One other major frustration was in our efforts to establish communication with the local white community. All our

efforts were frustrated to some degree or other. We did manage to have a dinner party with some white Mississippians, but they were not from Holly Springs. In last analysis, our efforts failed. We did not make one good friend in Holly Springs. White friend, that is. I like to think that by the fact that none of us were arrested all summer long and made no overt gestures to anger the whites (other than our very presence), we demonstrated that not all northerners are carpetbaggers coming to the South to get arrested and cause trouble. This seems to be the image of anyone concerned with the Negro and his plight. Perhaps we did a little toward breaking down this stereotype.

VI. Qualities in Future Teachers.

For Rust College, and other schools in Mississippi, I do not think academic prowess should be the prime requisite for participating in the Southern Teaching Program. As I mention above, in order to be effective as a teacher, one must first be acceptable to the students. This requires something more than all A's on a report card. But this something else is hard to define. Perhaps it is a certain amount of flexibility. Perhaps it is a sympathetic nature which is quick to respond to a new situation in a manner which leads to acceptance.

In screening for participants for the program next year and in the future, I think personal interviews should be weighted heavily. Further I think they should be conducted by, or at least attended by people who have already participated in the program for they are aware of the problems to be encountered. No amount of talking can adquately communicate the problems to be faced. But perhaps those who have participated in the program will be able to recognize the characteristics necessary to succeed in the program.

I am attending school in New York while most of the participants in the program are attending schools in New England. I am willing to serve in any capacity in which I can be helpful for selecting applicants in the New York area in the coming years. I hope I can be of some help in that capacity or others.

VII. I did not attend the orientation meeting in New Haven. I received word of what had happened only second hand. But I do feel that some sort of orientation, or warning if you will, is necessary for future participants. This might save as much as a week's time spent in floundering in the newness of the situation.

As for recommendations of the type of orientation program, I think some sort of meeting should be held, at which time this year's participants in the program could describe some of the difficulties. But in addition, perhaps a page or so of written material could be prepared to be distributed before embarking for the South. This would get to everyone, including those who miss the orientation meeting or meetings.

VIII. Value of Program to Students and College.

I have touched upon this question in my responses to questions above. One aspect I failed to mention is the simple fact that whites and Negroes were working together. Again, perhaps this is peculiar to Mississippi, but I doubt it. I think it was important and valuable both to me and to my students and fellow faculty members that we be working together. Nothing like doing it proves better that whites and Negroes can live and work together.

I dare not estimate what my students gained from my course. I was encouraged by the comments of a few who said thay felt they had learned a lot. Whether they were speaking of biology or not, I was not clear.

IX. Program Continued? Changed? In what ways?

I think it has become apparent that I enthousiastically endorse the Southern Teaching Program and hope that it expands to include more schools next year. Although it is difficult to convince a voter registration worker of this point, education will finally solve the Negro problem all over the United States After the Negro gets the vote in Mississippi, what next? The Southern Teaching Program has the answer and is already working on it. As for modifications, I have indicated them above.

X. Consider teaching at a predominately Negro college for a year?

I have not reason to believe that a whole year would not be even more rewarding than this summer was. Only after about eight weeks did I feel that I was being accepted by the Negro community. I would be delighted to find out how I felt at the end of an entire year. In short I would consider teaching at a predominantly Negro college for a year and will recommend it to my friends. I am not clear what my motives now would be, but I suspect it is a certain feeling of unrest knowing that I might be of some value to the school but was not. Of this I will try to convince my friends.

In closing, I repeat that I am willing to work for the Southern Teaching Program in New York in the comming years in promotion, selection, or whatever capacity. Please inform me if I can be of some use.

Sincerely yours,

Franklin E. Bragg, II

Franklin E. Bragg, II

SANFORD BUDICK - S. I. at Texas Southern U.

Prof. McKinney - consultant

V

Questionnaire for Southern Teaching Program Instructors

Sanford Budick
16 Dwight Street
New Haven, Conn.

1. I was an instructor in English at Texas Southern Univ. (regular summer session) where I taught an introductory course in world literature to sophomores of limited verbal skills and an elective course in the modern English novel to seniors, graduate students, and returning teachers who were, in general, both sensitive to the written word and extremely articulate. Each course met seven-and-a-half hours per week. The world literature course used a syllabus and an anthology. The novels course used seven works of my own choosing. Supervision for both courses amounted only to occasional and casual conversations with the chairman of the department and other faculty members. It would have been helpful to hear the criticisms of an experienced teacher concerning my methods of presenting the material. The world literature course was too large (forty students) for useful class discussion on many important subjects.

2. The extent of my extracurricular participation in student activities was limited to three faculty-student evenings devoted to informal colloquia on the subjects of being articulate and communication & its definition.

3. My decision to apply for the program stemmed from a desire to gain teaching experience and the opportunity to be helpful ~~in an area of human~~ — or at least present — in an area of human suffering and perplexity. This desire was fulfilled.

4. "The major satisfaction of the summer" was that of learning newer and better ways of communicating the content and significance of the material with which my courses were concerned. These methods, I hope, will be applicable to whatever I teach in the future.

5. The major frustration ~~in my teaching~~ involved in my teaching was the impossibility of spending adequate time on the improvement of writing skills — especially in the world literature course. I was fortunate in meeting no "problems" with students, faculty, administrators, or the local community (white or Negro). Most of my relationships with Negroes were perhaps touched by a certain tension or extra consciousness of the other person's needs and rights but I doubt that this is a "problem." Would that all human relationships everywhere would know such 'extra consciousness'! The problem of improving writing skills is of course not only or even primarily the province of the university. The inadequacy of the primary & secondary schools is reflected here most vividly.

6. The most important qualities for a teacher in the Southern Teaching Program are, I think, teaching ability and a strong desire to use that ability in all kinds of situations. It seems to me that those who understand their teaching jobs from the viewpoint of sociologists or ethnologists lose sight of their central aim (as I understand the Program) — to teach material which usually has little or nothing to do with Southern racial problems. The preoccupations of a healthy classroom (as well as of a healthy society) soon obscure and destroy the petty prejudices of men.

7. I was not present at the orientation meeting.

8. The value of the program to my students and to the college was its contribution to the formal education of the students and the broadening of racial tolerance which comes of vigorous interaction of men and women in the dignified business of educating the human mind.

9. The program should certainly be repeated next year but it should perhaps concentrate on recruiting teachers with more extensive knowledge of their disciplines and greater experience in classroom teaching on the college level.

10. I would consider teaching at a predominantly Negro college for a year or more after I have earned the Ph.D. degree. I would give the same advice to my friends. The fact that Negroes in Southern colleges often have to make very basic studies does not mean that they only need teachers with rudimentary knowledge.

11. Living in the guest suite or in a situation of comparable privacy and quiet is necessary for spending the vast amounts of time required to prepare classes by teachers who have not prepared their courses in full before coming to the college. Teachers who are adequately prepared ~~might~~ beforehand might find that they and their students benefit more from teacher-residence in the dormitories.

N. S. FREUD - S.I. at Texas Southern Univ.

Prof. McKinney - consultant

no comment

N.S. Freud, - Texas Southern U.
1069 Yale Station,
New Haven, Connecticut.

Reply to Questionnaire for Southern Teaching Program Instructors.

I. I was an English instructor in the Basic Skills Workshop at Texas Southern University. I taught one course in freshman English on a regular basis and another, more advanced course to one student on an individual, informal basis. My students were entering freshman, although their level was what I would have expected from Northern fourth and fifth formers. The Basic Skills Workshop was composed of the twenty-five matriculating freshman who had shown, according to some vague criteria, the greatest amount of "potential". Teaching conditions were satisfactory. Supervision, when it occurred, was never obnoxious. I believe, however, that it would have been more satisfactory to have had another course to teach.

II. No.

III.

IV.

V.

VI.

VII. I couldn't attend.

VIII.

IX. I think the program should be repeated next year. Certainly it would help in attracting qualified personnel if salaries were increased. Also, we ought to re-examine our position in helping schools such as Texas Southern, which apparently has or could easily get all the money it needs to promote a program of its own.

X. If I were considering teaching for a year or more, I would consider teaching at a Negro college for a year or more.

N. S. Freud

ORM OVERLAND - S.I. at Texas Southern Univ.

Prof. McKinney - consultant

No comment

Orm Overland - (Texas Southern)
541 Prospect St.
New Haven, Conn.

Answer to Questionnaire

I was English instructor at the Basic Skills Workshop at Texas Southern University. The students were an honors group of entering freshmen. I taught 7 1/2 hours per week in addition to daily individual conferences with the students. The books used were regular textbooks for freshman English courses. The course was taught according to an outline supplied by the English Department, and I was given free hands to teach the course as I thought best.

To me the teaching conditions were satisfactory. I could easily, though, have handled a greater load.

II. There were ~~two~~ three organized gatherings of all students and teachers in the program. Once the students were invited to a party at the house where the teachers lived, and on another occasion an informal discussion was held in our house after the American attack on North Viet Nam. The students organized and invited all the teachers to a picnic.

III. Both because I wanted the experience and because I felt I could make myself useful. I did not know what to expect.

IV.

V. No problems.

VI.

VII. Yes.

VIII.

IX. Yes. That will of course depend on the needs of each college.

X. Yes, but as a foreign exchange student it is not technically possible.

Orm Overland

JAMES T. B. TRIPP - S. I, at Tuskegee Institute

Prof. Morland - consultant

James T.B. Tripp
Yale Law School student
Teaching Assistant at
Tuskegee Institute, Ala.

For the first time, and in part as an experiment, Tuskegee Institute ran an eight-week program for about 160 so-called pre-freshmen. Unfortunately, the program was organized rather late. In early April, the Institute sent out 1000 invitations to 1000 students who were to graduate from high schools in June. Tuskegee was hoping to receive 160 acceptances from this group. Invitations were sent out to students who, one, had listed Tuskegee Institute as their first or second college choice on their application forms and, two, had scored in the bottom 50 percentile of certain tests given by the United Negro College Fund. In other words, these students were not selected because of their special promise. However, they were all considered to be college material. Tuskegee Institute, which accepts now about 800 freshmen every year, in the past has always had to do alot of remedial work in English, reading, and math with about half of its incoming freshmen. The purpose of the experiment was to see if some of these students could accomplish enough in these areas in an intensive summer program to enable them to skip the remedial work in their first semester and move directly to a regular undergraduate curriculum.

By the beginning of May, only some 100 of the invited students had affirmatively accepted. Each student was requested to pay $50. Because the Institute had hired the requisite teaching staff and had foundation support to work with 160 students, the Institute invited about 30 high school students who had just completed the eleventh grade to participate. These students were on the whole better prepared than the twelvth graders who eventually came. By the end of May, 130 of the original 1000 invited students had accepted. Together with the 30 eleventh graders, these made up the 160 pre-freshmen group. Unfortunately, the original purpose of the program had been somewhat compromised by the acceptance of these brighter eleventh graders. Whatever kinds of special programs the Institute offers next summer, it plans to invite the students at an earlier date than April.

Along with six other graduate students, I served as a so-called teaching assistant in the Tuskegee Institute Pre-Freshman Program. Of the seven total, four of them, three from Yale and one from Columbia, were there through the auspices of the Southern Teaching Program. As an assistant, I worked with a woman who is a full-time TV math teacher in the Chattanooga, Tenn., elementary school system in our two daily one and one-half hour class sessions. The 160 students were divided up into eight sections, about 20 students in each. Each student had a class each week day in reading, English, and math, each class ranging in length from one hour to one and one-half hours. As part of an experiment, the math department was offering two different courses, one for half the students and the other for the other half. One class was in modern math. We used a book designed fro elementary school teachers. It wasn't too satisfactory because each chapter basically reviewed the concepts which it discussed whereas most of our students had never dealt with these concepts before. The other course was more traditionally-oriented, where each student, in part through the use of programmed material, reviewed basic procedures of high school algebra. Each teacher in the math program used one approach in one of his classes and the other in the other class.

In the modern math section, I taught the class some three times in the course of the summer. Otherwise, I sat somewhere in the room listening, correcting papers, or reading. In the other section, once the students began using their teaching machines with the programmed material, I would work with individual students whenever they requested assistance and correct tests which the students took periodically. I was usually kept quite busy in that class.

Otherwise, each math section had three one and one-half hour conference and study periods scheduled each week, which the students could attend voluntarily when they felt that they needed extra assistance or on request. These conference periods gave me an opportunity to work closely with individual students or small groups.

In answer to the question in I, I feel that I could have been more effective if the conditions had been different. In particular, I would have been able to utilize my time far more fully if I had been a regular teacher. My time in the new math class was not well spent. In my recommendation report to Tuskegee Institute, I suggested that at least in the math program the teaching assistants should be used as regular classroom teachers so that the size of each class could be reduced to some 12 students. Also, for a variety of reasons the students were not split up very much on the basis of their math ability. On the whole, the faster students benefited more from the new math approach with its stress on ideas and reason-giving, while the slower students benefited more from the intensive traditional review course. Yet, because of the way the students were divided into sections coupled with the desire of the math department to carry out its experiment, the program developed a great deal of inflexibility. Fast students were bored by the teaching machines, and slow students were usually lost in the modern math classes.

II. Along with the other teaching assistants, I participated in a news discussion group. Twice a week, the students and we would watch the half-hour Huntley-Brinkley news report and then break up into sections to discuss the news and related events. On three different occasions, teaching assistants delivered specially prepared lectures followed by a question period. At the beginning of the summer, my discussion group talked extensively about the new Civil Rights Bill, particularly the Public Accomodations Section. Even though most of them could talk articulately about their rights under this bill and the Constitution, I was surprised at first how little most of them seemed to know about civil rights, the various civil rights organizations, and what was generally involved in the institution of segregation in the South, as well as discrimination in the North. As the summer progressed, I found myself talking about segregation more and more, its roots and effects, in the discussion group and with individual students.

Since I felt that the students would have a greater incentive to do more and better writing and develop their ideas in writing if their themes and other reports were published, I started a publication with a literary and political bent. It was called the "Pre-Freshman Liberator" and came out three times during the summer. I only regret that we didn't commence this operation earlier in the summer. (Enclosed are copies of issues 2 and 3).

Otherwise, particularly in the evenings, I spent a great deal of time talking to individual students, often in their dormitories or in the Union cafeteria about color, segregation, and the South.

III. I participated in the program for a number of reasons. Since I had never been in the South before, I wanted to spend some time in that very important region of the country. I was anxious to have some direct personal contact with the institution of segregation. I wanted to have an opportunity to have extensive personal contact with more American Negroes than I had previously known. Also, if possible, I wanted to make some contribution to remedying the deplorable situation in which American Negroes find themselves while at the same time giving myself a feeling for teaching. Thus I chose to work in the context of education , for which I am temperamentally well-suited, I think, at least more so than in the field of so-called direct action.

The summer was different in some important ways from what I had suspected. Tuskegee Institute was found to have a much larger and more impressive campus than I had anticipated. I was not prepared for the amount of religious fundamentalism which I found among the students. Generally, it was even more difficult to talk to individual students about religion than it was about segregation etc. On the whole, I was not unduly shocked by the lack of intellectual motivation which I found in the pre-freshman student body. In this regard, I was somewhat disturbed by the frustrations of several of my northern and southern white teaching colleagues attending big northern universities who were suffering from what I would call liberal illusions about the nature of man, and the nature of segregation and education in general. I benefited morale-wise from being a political conservative. I had suspected that students who had attended third-rate schools and came from families where intellectual values were not always held in high esteem would not be well motivated. Nor did I think that we would be able to remedy this situation over night. I was, however, surprised by what I came to consider as the influence of the institution of segregation on the intellectual motivation and development of the students. In varying degrees and various ways, most of the students accepted segregation. As the summer progressed, I came more and more to the conclusion that I could only deal with the problem of the intellectual motivation of each student by confronting him directly or intellectually or helping him to confront segregation, as it affected him physically and mentally.

IV. The major satisfaction of the summer came in those few moments when I thought that I had for a while broken through the color barrier when talking with a Negro student. Socializing was easy. Teaching presented obvious difficulties and a few more. Even direct political activity, such as our attempted integration of the downtown white pool, was something which one just did and that was that. To talk to a student so that he could see more clearly what segregation was and how it affected him and so that I could sense more fully the experiences which he has gone through which separated us so dramatically and yet to talk as two human beings, that was difficulty. I had to utilize all my facilities in the effort. During those few moments, I felt that some kind of true communication was taking place, something which happens so seldom.

V. What were the major frustrations? In part because most of the students were not of a very high academic calibre, the intellectual motivation and interest of the students was not very high. A good many of the students spent three to four hours per day in the recreation area, but apparently many of them considered this diversion of their energies to be normal. Ideally, each student should have spent at least one and one-half to two hours per day on his math assignment, but most spent nearer half that amount of time. Partially in response to this trend, I aggressively sought out some of the slower students who were hesitant to speak up in class and to seek help, often by visiting them in their dormitory rooms. On the whole, this policy worked out well. Socially I had no problem with most of the students except for the fact that several persisted in calling me "Mr. Tripp" or "Sir" after I requested that they call me "Jim". This would not bother me particularly except for the fact that the tone with which several expressed the word "Sir" often contained connotations which I was hoping to break through.

As for the administration, I felt some frustration in that I along with most of the other teachers was able to play such a small role in the planning for the program. In a way, this was to be expected, however. As I stated earlier, I would like to have done full-time regular classroom teaching in the program. Also, as I have suggested, I was frustrated by the inflexibility of the math program. Hopefully these shortcomings will be dealt with by the Institute in its planning for next summer's program. Of course, another frustration which hardly need be mentioned stemmed from the fact that we, the teachers, were extremely hampered in the ways in which we were to encourage the students to engage in political activity, no matter how necessary we considered it to be.

In regard to the local Negro community, I experienced no major frustrations. We swam at the community pool which the city built for the Negro population. We talked to numerous persons there of all ages and never encountered any difficulty. I was invited into the homes of at least four of the students in the program who live in Tuskegee. Because Tuskegee Institute is a rather isolated community dominated by the Institute itself, I had little contact with the white community. The little contact which I had was far from pleasant. We were obviously viewed as outside agitators by all except the handful of so-called white liberals in the town. A group of us, four whites and two Negroes, tried to integrate the downtown "white" pool about one week after the signing of the Civil Rights Bill, but the authorities closed it down. This kindof frustration was to be expected, but we did little in the way of making integration forays because of our relationship to the administration.

Copy all

VI. What qualities should we look for in future teachers in this program? The best teachers should be students who are energetic, are not apt to suffer from morale problems and feel paralyzing frustrations and depression when the students don't react immediately or even at all to the supposedly liberalizing influence of their presence, who have great patience, who know something about the internal structure of many Negro academic communities, and who have a willingness to talk extensively with individual students about all faces of human experience. The best teachers are those

who are probably ready to devote their full energies to working with their students. In general, I would recommend that a teacher have some idea of the limitationson the viability and validity of what are traditionally known as liberal ideas. A teacher should be willing to work at least a twelve-hour day. O fcourse, a lot of my comments on this question have been molded by my particular experience, in a Negro college in the deep South and working with students who were chosen because of their own lack of preparedness for college work. The teacher should be willing with all his heart and mind to strike out against any apathy and lack of motivation which he may find plaguing his students. The spirit is very important. Be wary of professional graduate students who may be looking for some kind of Ivy-League teaching training program. Imagination is very important. Maturity by itself is not necessarily a desirable quality. Look for students who have had experience tutoring young Negroes before.

VII. The orientation program in New Haven was not really very helpful. If I was at all prepared for the experience, I had been better prepared by what I had read about the situation, by what I had imagined, by what my philosophical views of man had led me to believe, and by my experience working with persons of all ages in the Negro community of Washington D.C. in the summer of 1963. Also, I would have been better prepared if I had known something about the academic standards and student customs and ideas of some university other than a place like Yale. I was initially inclined to account for much of what I saw by appealling to the fact of segregation and its affects for a ready explanation. It would have helped if I had spent a day living with and talking to students at a place like the University of Massachusetts, for instance, or some mediocre predominantly white school in the deep South, and if I had attended some classes in some predominantly Negro high school, in the North or, better yet, in the deep South. On the whole, my experience this summer has led me to believe that discrimination in the North is only a more subtle and less visible institution in terms of its effects on Negroes than segregation. Of course, any orientation program in the future may prove more beneficial since it could draw on the experience and resources of those who went on the program this summer.

VIII. Even though student progress was not always in evidence, the program was a of great value to the students. Just from the academic point of view, the students had never been able to get so much individual attention before. With 16 teachers in the program and 160 students, any student could obtain individual assistance whenever he sought it. According to tests given before and after the session, the students in my math sections advanced two to three grade placements. Most of the students had learned rules and techniques of arithmetic and algebraic operations, but few had any understanding. During the summer, their understanding of what math is all about improved substantially in most cases. In the literature classes, most of the students did much more writing than they ever had before. Their ability to analyze and criticize and articulate ideas in writing improved greatly, in many cases. In general, the students had contact and were confronted with an idea- and discussion-oriented education which they had never had before.

The program was also of value to many of the students because for the first time in their lives they were able to have extensive and intensive personal relationships with white persons near their age. Many were quietly surprised to find white teachers in their classes, but this fact in itself helped to generate a great deal of discussion. Many students had been afraid to speak out in class before and disagree with their teachers. I talked to any number of students who had been dismissed from their high school classes because of the position which they took on some question. Thus, many students for the first time were able to enjoy and benefit from intellectual freedom. It took many of them several weeks and some all summer to overcome these traditional fears.

The program was of direct worth to Tuskegee Institute because it should have fewer remedial problems with the students who participated in the program, particularly those who did some work.

Even though I had few qualms about the intrinsic worth of the program, I often wondered how much enthusiasm for learning and discussion we were generating. Since the pre-freshman program lasted only eight weeks, it terminated one week before the end of the regular ten-week Tuskegee Institute summer school which involved some 1200 students. The day after most of our 160 students had left the campus along with most of the teachers in the program, the Institute campus was almost dead. Even that next Monday, the campus was unbelievably quiet. The least I could say then for our students and teachers was that they made alot of noise. That was something, at least a start.

IX. The program should definitely be repeated next summer. I have already indicated how I think the program at Tuskegee Institute itself should be changed. That program, as well as the Southern Teaching Program, should first of all be enlarged. Many more programs of this type are needed. Literally every Negro school student in the South, as well as a good many whites, could benefit from such a program. Such programs can't help but assist members of both races in crossing the color barrier as well as bring the North and South ultimately closer together. From one perspective, the Civil Rights Movement, if one chooses to call it that, particularly in the last two years has been a crash program to allow whites to become acquainted with Negroes and vice versa. Work needs to be done with slow students, potential drop-outs, as well as bright students. Programs should also be set up for high schools students going into the tenth and eleventh grades, as well as the twelveth grade and college. In such a program, many students could reach a point of self-sustained growth when they are only 14 or 15, so that they could progress much further during their last two or three years of high school then it now possible.

As far as orientation is concerned, I would only recommend that those STP students going South to teach next summer have a chance to talk extensively to those of us who have been to the colleges before where they would be going.

X. I would consider teaching at a predominantly Negro college, especially if the faculty were good or improving, as is the case at Tuskegee Institute. I would only want to be in a position where I could teach elsewhere if I chose after two, three, or more years.

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Native Son's Predestination

by
Elizabeth Mitchell

Conflicts play an important role in molding the behavior of any society. Racial conflicts are often in the majority. Since the beginning of mankind, the white and black races have clashed, the white race having supremacy over the black race. This clash of the races is manifested in Richard Wright's Native Son, the story of a young Negro's attempt to free himself from the oppression of the white race. Although slavery has been abolished for a century or more, the Negro has been forced by the whites to live in rat-infested, delapidated areas, and earn meager income. By keeping the Negro so enslaved, the white man has caused the Negro to both fear and hate him. The white man also fears the Negro because he feels that if the Negro were given a chance, his supremacy would be lost. He also has apprehensions because he believes that the Negro is sexually more potent than he, and that the women of his race would prefer the Negro to himself. Because of their apprehension, the whites have set their women on a pedestal and have dared the Negroes to touch them "We make them know that if they so much as touch a white woman, good or bad, they cannot live." Because the white man has lived under the presumption that the white woman is a delicate flower that should not be touched by a Negro, death is inevitable for Bigger Thomas, "Native Son."

A Southern negro boy goes north with hopes of living an oppressed-free life, a life where he will not have to fear and hate the white man any longer. His hopes are shattered for he soon learned that "They regarded him as a figment of that black world which they feared and were anxious to keep under control." Keeping Negroes under control "Is done by regulating their speech and actions." Bigger Thomas, "Native Son," is a negro whose speech and actions are controlled by the whites. The white man controls his actions by having him live in the slums where rats feast on human beings. Bigger and his family aren't allowed to move to a better section of town because Mr. Dalton, a prominent figure in the town, owns the building where Bigger is forced to live and, "Well, I think Negroes are happier when they're together," says Mr. Dalton. Not only does he think that the Negroes will be happier when living together, but he also feels that by keeping them together, they will not threaten his world of domination.

The State's attorney tells Bigger, "You're colored and you feel that you haven't had a square deal, don't you?... I know how it feels to walk along the streets like other people, dressed like them, talking like them, and yet excluded for no reason except that you're black". One cannot know how it feels to be black unless he is black. You're got to be black to really know and understand how it feels to be forced to live in the worst section of town, to be the last hired and the first firod;to receive an insufficient education in schools with not enough textbooks and unqualified teachers. To relieve his guilty conscience for forcing the Negroes to live in and under such conditions, Mr. Dalton hires Bigger as his chauffeur.

Bigger's first duty was to take Mary, the Dalton's daughter to an affair being held at her college. Mary changed plans enroute and met her boyfriend. During the course of the evening, Mary became intoxicated. When they returned to the Dalton's home, Bigger found that Mary was unable to enter the house without assistance." She swayed... he

wondered what a white man would think seeing him here with her like this." He got her to her room safely. Mrs. Dalton, Mary's blind mother, came into the room and Bigger covered Mary's mouth with a pillow. "He knew that if Mary spoke she would come to ... the bed and discover him, touch him. He waited... afraid to move for fear of... betraying his presence. ... He had to stop her from mumbling or he would be caught."

Bigger was afraid because he had been taught that to touch a white woman would mean death for him because he was a Negro. And to be caught in the bedroom would certainly leave no trace of doubt in the average white man's mind that one of their delicate flowers had been ravished! But in trying to silence Mary, he accidentally killed her.

He panicked. He had killed a white woman! and not knowing anything else to do, he burned her body in the furnace. Bigger's plan for keeping his crime a secret failed and he fled when the bones of Mary's body were discovered. In trying to escape, Bigger killed his girlfriend Bessie. Although he tried to escape, he knew that he would be caught and put to death.

After being captured and accused of rape and murder, Bigger developed an attitude of defeatism. "They going to kill me anyhow." Nothing mattered to him anymore. Though he was afraid of dying, he knew that he would die because of Mary's death. " Mary's death had caused the most fear; not her death in itself, but what it meant to him as a Negro."

"Nobody can commit a crime against a family like the Daltons and sneak out of it." Bigger committed the crime. He killed the Daltons daughter not because he wanted to, but out of fear. Though Mary's death was an accident, Bigger soon took pride in the murder because he felt that by hurting the Dalton's he was defying the entire white race and by defying them, he would be free. But because he was black, Bigger could never be free.

Fearing the end of his life for Mary's death, Bigger had forgotten Bessie. "Her death was unimportant beside that of Mary's; he knew that when they killed him it would be for Mary's death, not Bessie's." He also knew that the whites were not concerned about Bessie's death because they felt that "They had one Negro less to contend with."

"If anybody but a Negro boy were charged with murder the State's Attorney would not have rushed this case to trial and demanded the death penalty." Nor would the state's attorney have rushed a case to court if anybody but a Negro had raped a woman. Whites have seduced many a Negro woman and have killed both Negro men and women. These cases, if brought to trial at all, are not rushed. In most instances, however, no action whatever is taken against these criminals. But the white man says, "It is a sad day for American civilization when a white man will try to stay the hand of justice from a bestial monstrosity who have ravished and struck down one of the finest and most delicate flowers of our womanhood."

"It's no use fighting, boy! You're caught." Yes, Bigger was caught. In fact, he had been caught since the day he was born. Caught in a world of fear and hatred caused by his oppressor, the white man. And because the white man has feared losing his woman if a Negro touches her, Bigger, "Native Son" must die!

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Self-education is always a possible remedy when the enrivonment fails. Independent study nurtures individualism, and in doing so enriches the soul and brings forth true genius.

Man Should Eliminate His Enemies

by
Sandra Walker

Modern man has at least three deadly enemies, government, racism, and human nature. These are enemies because they tend to limit man's vast opportunities for ultimate happiness. By happiness, I mean an agreeable feeling of self-satisfaction and well-being. Man has made these three factors his enemies because he has allowed them to control him. Man has obviously created government. He has allowed evil racism to become a part of his environment. Man has done nothing to change his rapacious nature.

A government defends an ideology which it feels is best for the masses of people which it controls. It fails to consider whether this ideology is approved by all the individuals in its society. The US government chose to defend democracy by taking retaliatory steps in Vietnam this week. This forceful defense of democracy might bring us one step closer to World War III, a war in which many millions of people, including myself, might be killed. The government did not ask each individual if he would be willing to risk his life in defense of the American ideal. I feel that the government should not make this decision for me. Perhaps, since my life may be at stake, I would rather switch ideologies than fight. Because a government has so much control over man's life, it should be abolished. The world would be a much more harmonious place if every man were responsible to and for himself, and only himself. Men can best live in harmony when they are as independent from each other as possible.

Racism is the second of man's enemies. As long as one man can hate another solely because of his race, that man can not have happiness. The fearful, hateful, angry racist cannot have happiness because his mind is not peaceful and free. Racism gives rise to a troubled mind and a troubled mind makes a man's true freedom impossible. If there were only one race, there would be no racism. Solution - breed one race.

Man's third enemy, human nature, is also the enemy of many social reforms. Man has condemned many such reforms because they were against his nature. But who has more control over his own nature than a man himself? Man needs only to change his nature. Man should cultivate a certain narcissism; he should love nothing more than he loves himself. He should convince himself that his own will and industry are his only guarantee to "life, liberty, and the pursuit of happiness." For the love of self, he should realize that by taking part of another man's independence, he gives up part of his own. Man should train himself to desire nothing but happiness. He must realize that he may take from others only that which will make him happy and that he must, in his own best interest, compensate others for that which he has taken from them, be they material things or things intangible.

Such social reforms would result in the abolition of society, - and so much the better. Man would be so much less complex. Man could trade by simple barter. He could be free to study objectively and could forget about the space race. So long as he respected another's independence and individuality, man could hate or love as he chose. Man could work at whatever he enjoyed. He need not make any more demands of his mate than those of simple affection or those of a biological nature. Man need not raise children in the family institution for certainly child-care would be a part of someone's happiness. And there would be many more advantages. Man need only to adopt one basic maxim - "Me!"

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"The government which governs least governs best" - a political philosopher.

Mobile and Integration
by
Arthur L. Spears

Mobile is the second largest city in Alabama. Unlike the largest city in Alabama, Birmingham, Mobile has not experienced any type of racial violence due to integration.

Integration in Mobile has been peaceful ever since the integration movement began. However, there are some situations that occurred that are not generally known. In our city we do not demonstrate; instead we boycott. This is one reason why integration has been peaceful even though it takes longer.

The boycott has been very effective in bringing about integration. Most of the Negroes in the city united together to boycott certain stores and certain products manufactured by companies in Mobile which discriminated in their employment and sales practices. Most Negroes participated, but a few were still loyal to the white segregationist forces. The stores finally decided that they needed the business of the Negro as well as the business of the whites. Integration is a peaceful process in my city so far, and I think that all the Negroes of the Mobile area should unite together in making the boycott more effective.

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On My Dislike of School
by
Brenda L. White

While reading Huckleberry Finn's sentiments concerning school, I recalled a similar sentiment of my own. Like Huck, I disliked school, and I was continauuly striving to find ways to get out of going. Every morning I writhed in pain, and I had become such an expert at pretending that some mornings I would sit on the side of the bed and think about how sick I could get and suddenly I would really be ill. But I saved this technique until I wanted to be overwhelmingly convincing. At first my family was very sympathetic, but when they discerned what I was doing, my illnesses went unnoticed, and I went to school. I remember quite explicity days when I used to wait until my father had gone to work and then call him and say I was ill. Or I would tell him that I didn't want to go to school because I hadn't done my homework. Since he couldn't make me go to school over the telephone, I would stay home for the day.

My next scheme proved to be a more dramatic and yet painful one. I had decided to call my father and tell him I was ill again, but I was puzzled as to how drastic I would make this episode. At first I had thought about telling him it was the measles; but, no, it had to be much more exciting than just measles. Suddenly I remembered the story I had read in a book about a week before. The story concerned a little boy who had gotten bitten by a dog. His family found out he had rabies, and he even got a chance to go to the hospital. That would be it! I could call my father and tell him our dog F risky had bitten me.

Well, I called Dad, and I did tell him Frisky had bitten me. He rushed home scared half to death, only to find me outside playing.

I don't think I need to explain what happened after my father arrive and found out I was perfectly all right. But I will say that since that day I have developed a casual affection for school and a vehement dislike for telling fibs.

The Invisible People
by
Charles Jones Goree

The intention of this theme is to focus one's mind or thoughts toward a "reality" that the Whites have so willingly given the Blacks. What is this "reality"? Why, don't you know? Haven't you heard? Why of course you have. You're probably overlooked it, but it's certainly there - "The Vice of White Supremacy" or shall I say "The Doctrine of Right." Anyway you look at it, "White is Right."

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Freedom is a word that has echoed since time began. The deer wants freedom to move freely in the forest, the bird wants freedom to fly through the air, and even a cat wants freedom. The American White Man didn't always know freedom. He fought England for freedom, remember? If one does recall, why can't we, the "Invisible People" of America have our freedom? Many politicians of our day are in the strange habit of laying it down as a self-evident proposition that no people ought to be free until they are fit to use their freedom. The maxim is worthy of the fool, if this is true, who resolved not to enter the water until he learns to swim. After a prisoner has served time, when he leaves his cell and goes into the sun's light, his eyes can't bear the brilliance of the sun's rays nor can he discriminate colors. Because of this, should we cast him back into his dungeon? Why no, we must teach his eyes to get acquainted with the rays. Why don't the Whites give a helping hand to the Black Man? Yes, one gives a hand, but is it a helping hand?

The Invisible Man - What a great book! It really is! It shows the nice, common, and honest logical reasoning the White gives the Black. Well, one may say, in a few years men will learn to reason. The extreme violence of opinion subsides. All hostile theories correct each other, in due time. And at length a system of justice and order is adduced out of chaos. This is by no means a prophecy, but merely a description of what I mean in terms of "White is Right". Oh, and to all the others who are smiling; you have no security; you're in a more troublesome fix than I am, do you hear me?

Why can't you see within your "Benedict Arnold" minds that white supremacy is the same today as it was yesterday? You Bledsoes of the "Invisible Race", why don't you fall in line to "fight" the white paint of the "Liberty Paint Factory"?

The matador is waving the veil of goodness, for the ignorants. Don't run like the stupid bull. Because it's Brother Jack, can't you see? Does one really want to see? THe clowns are seated in the arena laughing and cheering when you get or come so close to the veil and then miss it; the clowns like that performance. Can't one see that it's an illusion? Because Bledsoe, Jack, and Kimbro are sliding the "death sword" into one's back; don't you feel the pain of the white clouds lowering burdnes upon one's back? No, one can't see, feel, nor touch until he faces "reality".

Can a bear sleep winter and summer? Then, why do we of this "Invisible Race" insist on hibernating through the chaos of this white "reality"? The air has been foul so long that it seems as though it is fresh, but this is only an illusion. Why become skilled or unskilled to become as the "Vet" or as a "clown"; why: Is this the promise of "Right"? Cast down your buckets... to "hell" with that talk. Cast it in nothin and you'll get nothing.

No, I am not a "Racist", but I am a fellow "Invisible Man". Has one ever lost a large sum of money? If so, one imagines how a man must feel by losing his "name." - Nobody Knows My Name - James Baldwin has written; I wonder if I ever had a name. A name is important and not to have one... But, "The end does justify the extreme" for Black not White. Equality... Liberty! Not social responsibility that will come by nature. We have worked in the "Liberty Paint Cellar" for many years; one may call it the white man's home; where has it gotten one?

One turns out of the cellar the finest of all "Liberty Paints", but does one know the paint one is now using shall cover one the rest of one's natural life? One could be classed as a criminal, because one plays a major role in helping the crime by manufacturing the criminal. Why dance to the music of the organ grinder? Why be a clown and track rabbit or quail for the

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Master? Does this give one any great feeling or satisfaction? No, it doesn't, it only makes one old and tired. When the master is through with one, he will either laugh or destroy him. Come on, you "Invisible" clowns, stop laughing; be inconsistent to what "Right" wants; be illogical to "Right"! The air is foul down here, and I'm leaving. Shall I leave alone? If men are to wait for liberty till they become wise, they may indeed wait forever.

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Two Poems
by
Bernett Williams

Why not in Music?

Music reveals life as it really is
The life that cannot be perceived
by the naked eye,
The bitter, the magnificence, the
sorrows, the evils
And all aspects of life which we
hold to be abstract

It can exalt one's inner soul to
its highest peak
Then drop it to its lowest ebb;
With no regards for time and place
Music beckons to be heard and felt.

It is often heard but seldom truly
felt
Its beauty and all its revealing
aspects untouched
Crying to be felt at its very depths;
But the hearts of most men refuse
to be touched

It reveals what he cannot answer
That mystifying existence which he
questions,
Vainly he searches in quest of
this revelation
Why not in music; it reveals life
as it really is.

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The Difference

I have a heart that feels more,
He has a heart that craves more,
I have a soul that sees the light,
He has a soul that curses the
darkness.

I have hands that reach for
freedom,
He has hands that hold them back;
I have dreams of liberation,
He has nightmares of such realities

I have eyes that search for equal-
ity,
He has eyes that loathe my search,
I have ears that hear no justice,
He has ears that wouldn't hear it.

Our differences are but genes and
chromosomes
And as simple yet queer as night
versus day;
I know it and he fears it
The difference, I'm black but
He's white.

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Segregation and Oppression
in Native Son
by
Myron Thompson

Racial oppression is and always has been one of the causes of social struggle - a struggle many writers have tried to present as a cancer in the structure of society. Richard Wright approaches the problem emotionally and melodramatically in his novel Native Son. His subject is the tragedy of being black in America. He selects as his protagonist, Bigger, a Negro from the lowest level of the confused social ladder. Bigger's position in and distorted opinion of society is the result of two pernicious forces, segregation and oppression.

To segregate races is to restrict their association and therefore their understanding of one another. A lack of understanding results in the alienation of the separated races, and the oppression of the minority race. When one race oppresses another, the effect is hatred by the oppressed. Bigger epitomizes this hatred, this mistrust, this absence of understanding. The oppressor because of this reflected hatred of the oppressed ends fearing him. This fear is epitomized by the

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chaotic uprising of the whites in Chicago. Oppression and segregation are mutually destructive of both races.

Wright presents racial segregation and oppression as a two-fold problem. First, the Negro is considered an inferior and an outcast. Bigger lived in this outcast society the first twenty years of his life. In his segregated society he hated his oppressors. But when he is admitted into the white society his hatred does not lessen. He is admitted, but as a member of an oppressed race, as some queer creature who receives special treatment. The whites either looked down around, or through, Bigger. He is not seen for what he is. He is not looked upon as an equal being.

Because Bigger is treated unequally in society he loses his identity as a human being. He himself is in no way privileged with the rights and responsibilities of manhood. His environment is a ghetto setting him and his race off to one side, limiting their cultural, economic, and social association with the rest of the world. Bigger becomes one of a subhuman sect, ",,,a guy get tired of being told what he can do and what he can't do ...They don't ever let you feel what you want to feel. You ain't a man no more." Bigger is driven by an inexplicable urge to find manhood. He finds only a distortion of manhhod in violence. The accidental killing of Mary Dalton places Bigger equal to the whites. He is the only one who knows that Mary is dead and not kidnapped. Sending the ransom note and signing it with a communist insignia makes Bigger feel that he is regulating the actions and thoughts of others. He is controlling them. His actions and thoughts, however much distorted, are important to society. Bigger is dranged, but not because he was borneo, but because of his encaged poverty-stricken environment.

Wright's portrayal of a city-slum Negro as an example of the adverse effects of segregation and oppression does prick the conscience. But because of some of the morbid scenes of the novel the reader's feeling becomes ambivalent rather than pitiful. After Bigger's atrocious murders the reader shudders at him. The description of the decapitation and burning of Mary Dalton's body and the crushing of Bessie by Bigger places the novel in a clas with melodrama. Why Wright chose to be so melodramatic is hard to surmise. Although Wright may have made the action too horrid, he does clearly present the problem of segregation and oppression.

In Native Son the adverse effects of segregation and oppression are examined so clearly that a parallel can be seen between the actions of Bigger in the thirties and those of the Harlem and South Side Chicago Negro of today. It is frightening that so little change has been made in race relations in the larger cities of the country. How shocking are the riots in Harlem now.

In America there are many people like Bigger, a populace brought into a world that offers no advantages other than death. Bigger is the result of segregation and oppression. Society is the sufferer.

Why I Like Nature
by
Rhuncll Norrington

I have walked the busy streets of crowded New York, and seen the hustle and bustel of quite a few large cities. I have seen some of the man-made wonders of the world, but none of these can compare with those of nature.

Man can imitate nature and sculpture a life-like figure, but he cannot furnish the breath that makes a human being. Man can duplicate the sunflowers and trees that bloom from year to year, but he has not reached the peak of achievement whereby he

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CAN give the necessary life to these plants, that will distinquish them from inorganic matter.

I enjoy visiting the rural areas of cities, because that is an escape from the large buildings towering overhead, over-crowded conditions, and ghastly odors from nearby industries.

In the country one can see acres and acres of green grass. In the city one can only look at skyscrapers. The flowers and trees are blooming in the country, but these were destroyed in the cities by the construction of factories. The friendly chirping of birds is never heard in the city, because of noisy cars and trolleys.

I like beautiful buildings designed by architects, and figures so carefully carved by sculptors, but I prefer the more beautiful, less expensive, and more durable works of nature.

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The Mystery of James Hall
by
Shirley Irming

The night was relatively quiet as the soft, soothing wind drifted through the raised windows, carressing the cheeks of the dormant girls. Noises of the night resounded through the dormitory; one of these noises, however, did not belong to the night, and it was to cause turmoil and terror to many girls in James Hall on the early morning of July 27, 1964.

At 1:00 a.m., only a few girls were up studying Volume IV, side I, or trying desperately to complete Huckleberry Finn. Two girls on the third floor, almost naked, were chasing a roach up the hall. The echo of a quarter, inserted in the coke machine, only to drop down and clang noisily in the coin return, reverberated up the corridors bearing the message of "correct change only." In room X on the second floor, the light was burning as P.J., S.P., S.M., and Z.J. chattered about boys, clothes, and food. Suddenly P.J. jumped up!

"Sh!" she whispered. "I just heard a noise on the screen! It sounded like someone trying to get in!"

Z.J. motioned for silence and slipped out of bed. She got down on all eights (two feet, two hands, two knees, and two elbows) and crawled toward the light switch. Z.J. was naturally corpulent, and her motions disguised by her swaddling clothes caused many convolutions of her body. Reaching her destination, she reached up, turned off the light, and waited. Nothing happened. Slowly the girls regained their equanimity and got back into bed. Hearing nothing, they continued their conversation.

Meanwhile in room Y next door, M.E.J., M.R., and S.I. were listening to the latest sounds on black circular discs. S.M. burst into the room, laughing hysterically, as usual. She whispered something to S.I., and after a laconic conference, S.I. left the room, and headed for room X. Just as she attempted to enter the room, the door burst open, and Z.J. rushed out of the room muttering something about strange things going on. P.J. and S.P. had collided at the door. S.P. was on the floor crying, while P.J. was stuttering hysterically.

M.E.J. and M.R. rushed out of room Y to the commotion in the hall. They listened incredulously as P.J., S.P., and Z.J. explained that they heard a man trying to get in the dormitory. How could any man, or anyone, get in a second-floor window? S.I. said that she would believe them if she heard this "man at the window".

The girls went back into room X. Suddenly there was a vociferous noise right outside the window.

"There it is again! Ahhh! Let me out of here!" screamed P.J.

"No, honey, me first. Now Ah believe you! I ain't putting off until tomorrow what Ah can do now! I'm leaving the scene," shouted S.I. as she flew up the hall.

(continued on page 9)

The girls ran up and down the hall, waking up everyone on the second floor. Girls aroused from sleep stumbled into the hall. What in the world was going on, they asked one another?

"I heard that there's a man in the dormitory," whispered B.K. to M.,. "No, there are a lot of boys trying to get up the fire escape," whispered M.K. "Where is he? Is he cute? Let me at him!" shouted S.H. "Naw, me first! Why didn't he come to my room?", asked P.W., stumbling down from the third fllor. "I wonder if they are from Emery I and II, or the residence halls," said J.J. "I'm afraid! I want to go home! I'm afraid!", moaned several girls.

Finally, the housemother convinced the girls that they were safe and the guards were searching the grounds. The girls dispersed and went back to their respective places. The lights were turned off once more, and peace settled over the dormitory.

However, in room Y, M.E.J., M.R., C.I., and S.I. were laughing hysterically. Nearby, a brrom leaned against the wall.

"Aw, come on girl, just once more. Let them hear the 'man" at the window," pleaded M.E.J., as she headed for the broom.

"No! That's enough practical joking for one night. Put up that broom, turn out that light, and let's go to bed!" shouted S.I., emphatically. "We must do that again, though, before we leave."

In a few more minutes, most of the girls in James Hall were asleep. Many days later, they still were wondering if that was really a mystery man at the window that night. But only the girls in room Y really knew about that mystery "man".

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AN Adventure--Plus.
by Julius Robinson

In May I received an invitation to attend a convention in Atlanta. I accepted the invitaion and made plans to attend. The entire convention was a success.

While on my trip home, I stopped at a gas station-restaurant just out of the city. The Negro gas attendant filled the gas tank, and then I paid him. He checked the car's water and then went into the rear entrance of the station.

I then discovered that I was out of cigarettes. I got out of the car and went into the restaurant, which was owned by an elderly white man. The waiter inside looked at me as if I had committed a crime. I went to the counter and asked for a package of cigarettes. The waiter said, "Boy, we don't wait on niggers that come through the front door; your place is in the rear." Suddenly I realized why all the customers had stared at me when I entered. I simply said, "Thank you, boy." Then I left through the front entrance. I got in my car and drove away.

As I was driving, my mind began to wander and I began to think about what had happened. I thought about the ignorance of the white man for not being able to accept the Negro as an equal human being.

But the thing that bothered me most of all was the gas-station attendant. I wondered why he had taken the job, knowing how the owner felt about him and his race. I wondered if he (the attendant) had accepted the fact of "Uncle Tomism" because it had been instilled in him as a chold that he was not equal to the white man; or if he just did not know of any way to stand for his priciples in his present society.

This thought remained on my mind for some time because this man did not seem to realize his "invisibility" and was just what the white man wanted him to be, a non-thinking machine.

I conclude by saying that if I had not been aware of my rights as a citizen, I might have fallen into the same pit as the gas-station attendant. I feel that as individuals of the Negro race we owe it to ourselves to know our rights and to stand up for them.

THE PRE-FRESHMAN LIBERATOR

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The Fear in John
Theme for: Go Tell It on the Mountain
by
Bernett Williams

"And the darkness of John's sin was like the darkness of the church on Saturday evening; like the silence of the church while he was there alone sweeping and running water into the great bucket, and overturning chairs; long before the saints arrived. It was like his thoughts as he moved about the tabernacle in which his life had been spent; the tabernacle that he hated yet loved and feared." John's mixed emotions, love and hate for his church as described in this quotation from James Baldwin's Go Tell It On the Mountain can directly or indirectly be attributed to the last word "feared" of this quotation, or better, fear. Fear lived within John as a constant reminder of the Lord whenever he sinned. Whether his sin was simple or great, fear was there. It was the one thing John could not run away from. It led him to hate his father, Gabriel, and the church which he was bound to by the will of Gabriel and hindered any love he might have had for the church. Yes, fear was the cause of John's mixed emotions, his contempt for his father, and finally his sudden presumed conversion as a saint in his church, the Temple of the Fire Baptized.

John's hatred for Gabriel, which resulted from his fear of Gabriel, who constantly beat him, is described on page nineteen: "His father's arm, rising and fallin, might make him cry, and that voice might cause him to tremble; yet his father could never be entirely the victor, for John cherished something that his father could not reach. It was his hatred and his intelligence that he cherished, the one feeding the other. He lived for the day when his father would be dying, and he, John, would curse him on his deathbed." Here, as anyone can plainly see, is stark naked hatred. A boy of John's nature wouldn't hate anyone like that unless he terribly feared that person. Undoubtedly John deeply hated and feared what Baldwin calls the "ambassador of the King of Heaven". This fear of Gabriel made John confused with the ways of the Lord; therefore, he would not bow before the Lord, because, as Baldwin stated, he would just have to bow before his father.

As Baldwin concludes the paragraph, he states: "On his refusal to do this had his life depended, and John's secret heart had flourished in its wickedness until the day his sin first overtook him." Now, as far as I can see, his sin did overtake him, but what caused his sin to overtake him? Wasn't it his mixed emotions, his uncertain confused tormented mind, his uncertainty of the ways of a Lord who could have a man like Gabriel as an ambassador of the Lord teaching his, the Lord's, righteousness? Did the Lord give Gabriel the power to inflict cruelty and hatred while leading him, John, to the way and light of the Lord? Does the Lord seem really righteous to John, or does John see Him as really a little better than the Devil? What really causes John to sin? Wasn't it his uncertainty of a just God, caused by his mixed emotions? Then, wasn't his mixed emotions caused by the one thing that had dominated him all his life; That, that thing called fear!

On page thirty-six, after John has seen the picture at the theater, Baldwin gives a vivid example of John's doubt of God's Justice. At the conclusion of the picture, John begins to think of Hell and the redemption of his soul, and he stugles to find a compromise between the way that leads to life everlasting and the way that ends in Hell. He then realizes that Gabriel, Elizabeth, his mother, and the Saints had taught him the way to this so-called righteous life. He realizes that he has a choice

between their world and the world of sinful pleasures. Here again John shows fear, fear of God's injustice, as quoted here in the following lines, "Yes, it was a narrow way - and John stirred in his seat, not daring to feel God's injustice that he must make so cruel a choice."

When John is supposedly converted in the Temple of the Fire, there certainly can be no doubt that he was intimidated by fear. At this point of the story, I personally felt that Baldwin hints of hypocrisy in conversions of this type of religion. He begins with: "He knew without knowing how it had happened, that he lay on the floor, in the dusty space before the altar which he and Elisha had cleaned; and knew that above him burned the yellow light which he had himself switched on. Dust was in his nostrils, sharp and terrible and the feet of the Saints shaking the floor beneath him, raised small clouds of dust that filmed his mouth. He heard their cries, so far so high above him - he could never rise that far, he was like a rock, a dead man's body, a dying bird, fallen from an awful height; something that had no power of itself, anymore, to turn." Baldwin further states that John was struck with the power in the head, or in the heart. Personally, I think he really meant the head; for there is where John's frightened mind was fighting his battle with fear. John was overcome by hysteria. He was utterly frightened by the turmoil and harangue in the church that night, and he couldn't bear the burden of his fears anymore. Therefore, he imagined the power of the Lord possessing his soul and finally sanctifying him with Holy grace. Maybe I don't understand the ways of the Lord too well, but does any man? The ways of the Lord don't cause someone to convert to a faith which he detests. John didn't want this so-called power to possess him when it first struck. He was actually invaded against his own free will. The ways of the Lord of this religion seem to have strange ways indeed.

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Letter from St. Augustine

(Editor's note: The following letter was received by one of the teaching assistants. The writer is a student at Yale University and has been working in St. Augustine since June).

"Greetings from St. Augustine. The terror is now building up again. The Klan is coordinating its efforts and demonstrations are about to start again. The bi-racial committee has flopped. It has not even met once during the two-week period in which it was to meet. One of its members did not even know he was on the committee until four or five days after it was created. This was largely the fault, I believe, of Governor Bryant and the SCLC (Southern Christian Leadership Conference). SCLC, in my opinion, should not have pulled its ablest men out of St. Augustine so quickly after the truce was made. They thought it was all over when in reality the Klan had not been really quelled.

Restaurants are now turning away Negroes again, not because they are opposed to the Civil Rights Act, but because they are afraid of the Klan. The Klan has threatened the lives of the restaurant owners and is picketing many of the major motels and restaurants. Two of the owners of large restaurants, it is believed, have already been beaten up by the Klan.

The strategy now is to bring the Justice Department in to bring suit against a "pattern of segregation" in the local public facilities. Four FBI agents have just arrived to investigate the Klan. There is a good chance that Federal marshals may be called in to ensure the safety of the restaurant owners and their customers - both Negro and white.

The tutorial program (Ed: an SCLC-sponsored project roughly similar to our pre-freshman program, but aimed more toward preventing drop-outs from high school rather than college) has attracted about 125 students who are tutored in the mornings at two local churches and

AT a nearby college. Most of the kids whom I have been teaching have been really crippled by segregated education. Hardly any of them have ever had to read anything or write any major papers in high school. In the morning I am teaching reading, fundamentals of grammar, and a course in Negro history. We also are getting out a newspaper, "The Ancient City Liberator."

Dr. King is arriving tonight to speak at a mass meeting. I expect another cycle of non-violent demonstrations, swim-ins, bad police protection, violence, state police intervention, and, perhaps finally, federal intervention. (Ed: This letter was written before the announcement by major civil rights leaders, including Dr. King, calling for a moratorium on demonstrations until after the election in November. It remains to be seen what will now happen in St. Augustine as a result of that announcement).

A Comparison of Bledsoe and My High School Principal
(by a member of the Pre-Freshman Program who does not want his (her) identity to be disclosed).

Reading the Invisible Man, one would not believe that any human could be all the things that Dr. Bledsoe was. There is another Dr. Bledsoe, however, Mr. S.P. Charleston, my high school principal. One would think that the pretense of believing in white superiority is a thing of the past. It is not.

The members of the Board of Education in my city are all white. It is customary that the board members come to all graduation exercises. From the moment they enter the door, until their departure they are treated royally. The day before the program our principal calls a special assembly to brief us on the proper things to say and ways to behave. All teachers are asked to take special care in the cleaning of their rooms. All young ladies are to wear stockings and young men must wear ties. More than a graduation it's like a holiday!

There are many members of our race who deserve the same treatment. They have as much, or more, education as any board member. Yet, when our own come to speak with us, my principal's excuse is that we want our guests to see us "as we are".

Another Bledsoe-like quality of my principal is that he is strictly against racial demonstrations. He feels, and says so in assembly, that with prayer and faith these things will come in time. He often says that we have too many drop-outs and are not nearly prepared scholastically to compete with "our other friends."

In conclusion, I might say that I've known Bledsoe before, but by another name.

My High School Principal Compared to Dr. Bledsoe
by
Gloria Young

When making a comparison of two individuals, one should consider factors such as age, intelligence, personal opinions, and educational backgrounds. In making a comparison of my high school principal and Dr. Bledsoe, I shall examine closely all characteristics in order to discover any resemblances or differences.

First of all, let's begin by taking a brief look at the background of my principal. The school which I attended for twelve years was Tivoli High School, of which Mr. T.P.Campbell was principal. He graduated from Talledega College and holds an M.S. degree. Columbia, Atlanta, and Florida A&M Universities are the schools at which he has done his graduate study. During his years in college he remained on the dean's list over half the time. Upon graduation he was in Who's Who in American colleges and universities. He also graduated Magna Cum Lauda.

Now let's consider Dr. Bledsoe's background. As I interpret Bledsoe's educational background, he worked his way up to his position. He was one of the fortunate few who learned a skill or got an education

and acquired "respect" and "dignity". He felt that he was lucky or fortunate to be with whites and always acted phony in their presence. He was interested in keeping the Negroes in place. In colloquial language, Bledsoe was an "Uncle Tom". He believed in humility, bowing, and, most of all, "Staying in one's place . This is one of the major differences between him and my principal, who feels just the opposite.

Mr. Campbell is intelligent but not overly intelligent. He is an asset to our community as well as to our race. During school session, he is both father and friend to his students. Mr. Campbell believes in being one's natural self, when whites are present at the school; he places them on no pedestal; he therefore is not humble. He controls the school in such a precise manner that it is not necessary to put up a false front at any time.

My principal's views on segregation as compared with Bledsoe's, moreover, are completely different. Because some of his students went downtown and integrated the swimming pools and lakes, he was told to suspend and expel them, but he refused to do so. After he had fought for his point on this issue, the city organized a bi-racial committee, which allowed a chain of other issues to be considered. In due time, the committee solved these problems.

Mr. Campbell is an asset indeed. Bledsoe was helping the race but hindering it at the same time. Bledsoe said "the only way to please a white man is to tell him a lie", but Mr. Campbell believes strongly in telling the truth at all times, regardless of whom it may or may not hurt.

If you have ever watched the TV series, Mr. Novack, and noticed the principal, Dean Jaegger, then you have a good idea of what my principal is like.

When in doubt, read the "Pre-Freshman Liberator". **Almost everyone in Tuskegee reads the "Liberator".**

Reactions to Tuskegee Institute
by Kenneth White

This is the seventh week that the pre-freshmen have dwelled on the campus of Tuskegee Institute. How do we feel about the Institute? The campus looks nice. It is a campus that has been filled with history. On the whole, the teachers are persons of outstanding character and are very friendly in and out of class. With regard to the work, as much of it seems to have been crammed into us as was possible in eight weeks.

At times, the academic work has been overwhelming, but one thing, Social Life, has been lacking. The only type of social life around this place consists of movies, cards, table tennis, and pool. If a person does not play table tennis, cards, or pool, he has no social life at all on the campus. And off campus, the only place to go is the Block. The swimming pool is open only two days a week for the pre-freshmen. Nor does the Institute sponsor dances every wed. Some persons who cannot engage in other activities can dance. Places for dancing are available at the Institute, however, such as the ballroom. I thought a ballroom was a place to dance. If such a place is available, why doesn't the Institute sponsor more dance activities?

Here are some suggestions by the students themselves on the subject of social activities.

One student suggests that "The students of Tuskegee Institute should have more hours to swim during the week." Another student says, "I think above all that the letter sent to students who intend to matriculate at Tuskegee should not imply Tuskegee is the paragon of social and academic excellence, but should state the entire truth about the activities."

A third student comments," Tuskegee is a wonderful place of higher learning. There are, however, a few improvements that could be made. Social life with a dance

every now and then, like every, weekend, would be nice."

These are other students talking, not me. But I fully agree with them. When activities are provided, Tuskegee Institute will have made another step toward its goal of becoming a first-class educational institution.

My Roommate Falls in Love
by
Tommy Leonard

It has not been dull living with the most popular boy on the campus. Kenny has had many girls running at his coattails, but one girl has changed his personality. He only loves one girl now, and I am happy for him.

My roommate is a most unique person. At Tuskegee He proudly wears the title "Romeo". Kenny has all the desirable features that young ladies look for in a young man. He is about six feet tall, has brown eyes, black hair, smooth skin, and is very muscular. The girls go swimming just to see him. When he comes out of the dressing room their eyes seem to be spotlights following him wherever he goes. When he leaves the pool they leave with him, all except one. She is a beautiful girl, and the only reason she does not leave is that Kenny thinks he has all the girls. She has strong feeling for Kenny. Psst. I am going to tell you a secret: he likes her too.

One night, Kenny and she had a date. I do not know what happened, but ever since then he has given up his title. He was lucky to get such a beautiful girl. Her eyes are like the stars shining through the night, and her figure is a gorgeous 36-24-35. He has become serious about love. He told me they were going to be married in their junior year of college. I am glad he has found a girl that can handle him because now all the other boys will get a chance at the other girls.

After falling in love with this young lady, my roommate is a changed person. I remember when it would take much persuasion to get him to clean up the room, but now he does it willingly. He wants to be an engineer, and since this girl came in his life it will be no problem. I hope they will live happily ever after.

My Roommate
by
Cellestine Hill

In coming to Tuskegee I had already formed a mental picture of my roommate. I imagined she would be a large, awkward person with a corny sense of humor.

As usual I was wrong; my roommate is quite the opposite. She is a tall slender girl with delicate features and a warm and pleasing personality. She has dark brown eyes, black hair, and a smile that never ceases.

She possesses a quality that so few people have; this is the genuine kindness and consideration she shows for all people. She has a habit of doing little things for people, things that you and I would never think of doing.

If I am late for class, she does my share of cleaning the room as well as hers without complaining.

She is always on time even for breakfast which makes me feel rather awful, since she almost has to tear me out of bed every morning.

I think my roommate enjoys doing things for people. I feel awfully glad that I have had the chance to room with someone as nice as she.

My Conception of the Ideal College
by
Ruth Ellen Hawkins

Several million boys and girls attend college in this country. In brick buildings full of square rooms with blackbbards on the walls, the students attend classes and study halls, work in shops,

laboratories, and libraries, and participate in sports and other activities. While the pattern of college life is generally the same everywhere, it does vary in its details from college to college. There are important differences between colleges. After coming to Tuskegee Institute for the Pre-Freshman Course this summer, I decided to write down my conception of the ideal college.

In the first place, the spirit in such a college is a friendly one. The atmosphere is cheerful. A stranger entering the campus senses this friendliness in the greetings of the students. He sees it in the freshly dressed students as they walk around the campus.

The stranger then penetrates deeper into the life of the school; he discovers that there is among the students a strong loyalty. This loyalty is not only the kind that comes from the cheering of the team but also the kind that results from good conduct and hard studying. There are no clubs that exclude students. The social clubs do not draw lines between the different students. Everyone treats everyone as an equal. The spirit is democratic.

Also democratic is the government of the ideal college. A wise staff has placed real power in the hands of the students. The students elect their officers and their governing bodies. Problems of assembly programs, social events, clubs, and plays are mostly handled by the students themselves. Except for matters such as serious violations of the school rules or the planning of the curriculum, the students govern themselves without the interference of the faculty.

Largely free of the duties of deciding penalties, the teachers are able to treat the students as friends. In working together to get a job done, the teachers and students are not only friendly to each other, but the teachers try to understand the students also; Each teacher is aware that the students take several subjects, not just the one which he happens to teach. The teachers know the students are not perfect, and that they are sometimes confused. The teachers are willing to give more than just the time required of them. They are qualified teachers who know their subjects and how to teach them.

Finally the program of the ideal college meets the needs of all the students. Those who are working toward a future career are fully prepared. Extracurricular activities are provided to fit everyone's taste. Musicals, hobby clubs, language clubs, and publications are sponsored by the college. Every student is urged to take part in at least one sport, and the athletic program is broad enough to make this possible. The ideal college provides equal opportunities for all.

No school, I suppose, is ideal. Yet a college is what the staff and students want it to be. The students are mostly on their own. If friendliness prevails and if each student can follow a course suited to his needs and abilities, the college will be as nearly ideal as a college can be.

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The quotation which follows is taken from James Baldwin's Nobody Knows My Name, Chapter 7, p. 100. Cogitate upon these gems:

"Any real change implies the breakup of the world as one has always known it, the loss of all that gave one an identity, the end of safety. And at such a moment, unable to see and not daring to imagine what the future will now bring forth, one clings to what one knew, or thought one knew; to what one possessed or dreamed that one possessed. Yet, it is only when a man is able, without bitterness or self pity, to surrender a dream he has long cherished or a privilege he has long possessed that he is set free - he has set himself free-for higher dreams, for greater privileges. All men have gone through this, go through it, each according to his degree, throughout their lives."

JAMES RICKS - S. I. at Rust College

Prof. Morland - consultant

Joseph Hughes

S.T.P.

Rust College
Holly Springs, Mississippi

Six graduate students, four from Yale and two from Columbia Medical School, taught at Rust this summer. Frank Bragg, a medical student, taught biology (his class was the largest in both five-week summer sessions; he had 42 students the first semester and 33 the second; classes for the other teachers averaged 15 students). Bruce Johnston, the other medical student, taught world literature. He had some previous experience teaching remedial reading and it is too bad we did not take advantage of this for certainly someone in that area could have been used at Rust.

Bruce and Frank directed a campaign to bolster the Rust library (below accredidation standards) with first quality hardcover and paperback books. From 90,000 volumes processed at the college for summer freedom schools throughout the state, they chose 2,600 books too academic for the freedom schools but quite appropriate for a college library.

The administration at Rust went out of its way to get our six teachers involved in all aspects of the college program, and, in particular, gave us opportunities to independently organize and direct projects they felt would be worthwhile. Loren Ghiglione, in addition to teaching a freshman English course, was able to start a student newspaper edited, designed and printed on campus by; (1) the conversion of an obsolete bathroom into a photographic darkroom--the college supplied $200 for the necessary

equipment and a mathematics instructor helped by teaching a small group of students how to develop, print and enlarge photos; (2) the purchase of an electric typewriter with similated 6 point newspaper type and the rental of a Typro machine for making headlines.

After his early morning English class, Loren directed the public relations office which involved, among other chores, the publication of a quarterly alumni bulletin. He also conducted a constitutional law class for 4 students, 4 hours a week, and, during the first semester, directed a remedial spelling and grammar session for his English class 4 days a week.

Jim Dodson, studying political science at Yale Graduate School taught a survey course in American government the first semester and "State and Local Government" the second session. One of the social problems unique to the six of us at Rust was that of maintaining contact volunteers and SNCC workers participating in the Mississippi Project of the Council of Federated Organizations (COFO). Jim (Dodson) kept in touch with them better than anyone else from the administration or faculty, and he kept us from running astray of any efforts planned by COFO. Jim also was a big brother to Granger Ricks, a blind graduate student from Yale who taught a course in western civilization.

Jim Matlack, the sixth member of our group, taught two courses (which meant 24 hours of classtime) during the first semester in American literature, and in American history. The second semester he (Jim Matlack) just taught American history, using his extra

time to participate in local civil rights activity. Jim's wife, Jean, taught a voluntary course in composition for 4 students during the second semester. The Matlacks served as hosts to a party we held for students--over 200 showed up (the party was the most successful student social event of the summer).

The six of us lived in three locations. Three lived in a deserted faculty residence now used to house visiting football teams. Granger and Jim lived in the faculty dormitory for single men (the only building with showers). The Matlacks (and, during the second semester, Loren, Frank and Bruce) lived in an old three story dormitory housing girls during the regular year. We ate in the dining hall with the regular faculty members at two reserved tables (distinguished from the student tables by white table cloths). Sack lunches were provided Saturday and Sunday evenings. We ate often on the weekends at two Negro restaurants one block from the college.

We were completely free to run our courses the way we saw fit. Our work was not supervised. Most of us used the text books taught from during the regular year. But Loren, for example, used a series of paperbacks (some were available at the Rust library and others were purchased in Memphis). We were completely free to choose our method of teaching and our materials. The only problem was that we were not informed early enough of the courses we were to teach, the amount and kind of material for which we were responsible, the number of students, the level of their reading and writing skills and other related problems.

Several teachers, because of their interest in civil rights, spent much of their free time (we taught on Saturday so this left a 1½ day weekend) touring the state, attending meetings and encouraging efforts by Rust students. For example, we (along with regular faculty) held an evening session explaining carefully each section of the Civil Rights Act to the students when it looked as if a faulty understanding of the Act might lead to unnecessary violence in town. We attended and participated in every student event on campus (dances, NAACP meetings, bingo parties, movies) and arranged faculty-student softball games as well as the dance.

Frank and Bruce carried on a good "campaign" of visiting and entertaining faculty members, as did the Matlacks. Loren was kept quite busy with public relations work during his spare time: leading visiting Iowans on a tour of the state; traveling to Memphis on school business, photographing and interviewing people forthe alumni bulletin. Jim and Granger attended many of the meetings involving the formation of the Freedom Democratic Party. The college went out of its way to provide faculty dinners and other social activities which filled up our free moments.

Special projects (some already indicated) included: faculty seminars (we led hour discussions each week on such topics as "Educational Philosophy for the '60's," "The Relationship of Faculty and Administration, " "Methods of Teaching 'Culturally Deprived Students' ", and "Religion and Public Education"); student seminars (generally attracting from 25 to 30 students) on topics

familiar to us and of interest to students: "Is the Negro Biologically Inferior?", "The Negro Writer in America", "Race Relations in South Africa", "The Philosophy of Non-Violence", "Change in History" and "Sex, Censorship, and the Law"; the book drive headed by Frank and Bruce; the student newspaper and photography workshop; the remedial sessions in English conducted by Mrs. Matlack and Loren, and the constitutional law class. An effort was made to institute a pre-freshman program for next summer, but, because of the split session and the unenthusiastic response of the college, this project was not followed up.

Greater success was achieved with special projects suggested by the college. Some faculty members viewed us as a challenge, economic and otherwise, to the security they had achieved at Rust. For this reason and because of suspicion (we were the only whites on the faculty), overwork (some regular faculty members taught 36 classroom hours each week) and apathy, the faculty was hard to involve in our projects. For example, the book collection met some resistance because of the touchy problem of who was boss--Frank and Bruce had the enthusiasm and wanted to get the entire library staff behind them, but, even as discreet and as tactful as they were received coolly by the regular library administrators.

Though Rust is not conservative on the issue of civil rights, it is extremely conservative in its educational policy. This may be because much of their support comesfrom sedate Midwest Methodist organizations. Much attention is paid to adminis-

trat ve detail at the expense of the primary task of education; for example, exams were given in the middle of the last week to facilitate the recording of grades but teachers were expected to hold classes the last three days of the week anyway.

Personalities are important factors in the Rust hierarchy: the faculty has little power and seems content, strangely enough, to be told what it is expected to do. The dean, Mr. W. A. Waters, is a pawn and I suggest that in the future we attempt to work around him. President Earnest A. Smith holds all the power. The business manager T.R. Collins, is reliable and was the most efficient in taking care of small problems that developed in housing, finance and other areas.

Flexibility is the call word for a summer of teaching at Rust. Sexual deviants, Black Muslims, a social code that requires careful dress but seems to allow faculty promiscuity--all these factors require an ability to take everything in stride. Contacts with the white community were fruitless but Loren contacted the mayor, thenewspaper editor and the police chief when we arrived, explaining we were present to teach and not demonstrate. Hopefully this eased their fear of "outsiders" and stopped the rumors which were flying around Holly Springs from spreading.

The idea of having six men teaching at Rust was a wise one, considering the intimidation that goes with a summer in Mississippi. A future warning: no publicity is good publicity in southern newspapers--they can't be trusted.

As far as future teachers go, flexibility, a pleasing personality and a touch of humility are qualities we should look for.

A brief general orientation meeting followed by a longer session with someone who taught at Rust the previous year should be adequate preparation. I also recommend James Silver's Mississippi: The Closed Society as worthwhile reading.

The most satisfying moments involved those pleasures which come with any teaching experience. The program's value is the increased awareness the participants gained about the problems of education, particularly Negro education.

Rust was not asking for just a teacher and in that sense my experience was different from what I expected. We played the role of diplomat-politicians, always on show as if we were representing some mythical college, Northern White Man University. Our responsibilities carried into the social sphere, and, as far as our importance to local Negroes, I sometimes felt the material we got across to students in class was our least important message. Our most important job, I feel, was subtly suggesting to young Negroes that they had the ability to compete with anyone and everyone, that they are not inferior (Negroes believe just as strongly as southern whites some of the stereotypes with which they have been labelled).

Rust's program could be expanded next summer but it would require some major policy decisions by the college administration and I think we will hurt ourselves if we press Rust with a program that they themselves are not enthusiastically behind. Rust must decide to stop catering to older in-service teachers and aim at more flexible (and younger) high school students ready to enter college.

A year-round program should and could operate somewhat like the summer program: people interested in teaching at Negro colleges could be preliminarily screened at this end, keeping in mind the peculiar environment Mississippi has to offer. But the final decision would have to be made by President Smith at Rust, the way the decision about any other job applicant would be reached. Smith wants young, bright teachers, bu, like any college president, he wants them to stay for a few years. With the exception of four or five old standbys (who should go first), most of the faculty would be replaced by the President if better people were available. The faculty is small (32 members), but posts in all academic areas are open. An M.A. is desired although one third of the present faculty has only bachelor degrees. The minimum faculty salary is $3400; a teacher with an M.A. might expect from $1000 to $2000 more.

Short-term visits by Yale professors and the encouragement of Rust students to attend graduate schools in the North are two projects which might be warmly received if one problem could be overcome: no money. The best service thatcould be provided immediately I feel, in addition to making available lists of graduate schools where Negroes are being encouraged to apply, would be to send a person knowledgeable in Northern graduate schools to Rust for two or three days (in cooperation with the Student Affairs Department--an important thing to remember). If this person had direct connections with one or several universities, he could havethe authority to earmark scholarship funds for

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If we can focus on promising high school and college students (isn't this the dream of any teacher?) rather than dispersing our energy over students varying greatly in ability, enthusiasm, and intelligence (which is the case at the Rust summer sessions), I feel we will be more effective. Also, through encouraging qualified applicants ot consider teaching at Rust during the regular session, we can build on the efforts made by our people duringthe summer. Rust students must have contact with people from outside Mississippi's closed society throughout the entire year.

sters help in the affair and should give them a word of explanation on what they're taking part in.

They're the right age to begin realizing.

Welcome, Yale Teachers

The South has grown somewhat accustomed to summer invasions of groups from the North, some of them students at colleges, joining in integration demonstrations that all too often end up in a ruckus.

It is a welcome relief, therefore, to find more than 50 Yale students arriving in this area this summer with a new and sensible mission. This group has come to offer its services in teaching at Negro institutions.

They are aware, of course, of the problems with which the South has struggled so long but they are aware, too, that the correction of those problems lies primarily in the field of education in the classrooms rather than in demonstrations in the streets. They are well qualified to provide the educational and cultural leadership students in this area need and want.

These dedicated teachers are more than welcome. Let us hope their example will inspire others to follow them.

Sunday Memphis Commercial Appeal

Guest Writer

Much Too Soon

Rust College
Loren Ghiglione

Same report as James

Six graduate students, four from Yale and two from Columbia Medical School, taught at Rust this summer. Frank Bragg, a medical student, taught biology (his class was the largest in both five-week summer sessions; he had 42 students the first semester and 33 the second; classes for the other teachers averaged 15 students). Bruce Johnston, the other medical student, taught world literature. He had some previous experience teaching remedial reading and it is too bad we did not take advantage of this for certainly someone in that area could have been used at Rust.

Bruce and Frank directed a campaign to bolster the Rust library (below accredidation standards) with first quality hardcover and paperback books. From 90,000 volumes processed at the college for summer freedom schools throughout the state, they chose 2,600 books too academic for the freedom schools but quite appropriate for a college library.

The administration at Rust went out of its way to get our six teachers involved in all aspects of the college program, and, in particular, gave us opportunities to independently organize and direct projects they felt would be worthwhile. Loren Ghiglione, in addition to teaching a freshman English course, was able to start a student newspaper edited, designed and printed on campus by; (1) the conversion of an obsolete bathroom into a photographic darkroom--the college supplied $200 for the necessary

equipment and a mathematics instructor helped by teaching a small group of students how to develop, print and enlarge photos; (2) the purchase of an electric typewriter with similated 6 point newspaper type and the rental of a Typro machine for making headlines.

After his early morning English class, Loren directed the public relations office which involved, among other chores, the publication of a quarterly alumni bulletin. He also conducted a constitutional law class for 4 students, 4 hours a week, and, during the first semester, directed a remedial spelling and grammar session for his English class 4 days a week.

Jim Dodson, studying political science at Yale Graduate School taught a survey course in American government the first semester and "State and Local Government" the second session. One of the social problems unique to the six of us at Rust was that of maintaining contact (with) volunteers and SNCC workers participating in the Mississippi Project of the Council of Federated Organizations (COFO). Jim kept in touch with them better than anyone else from the administration or faculty, and he kept us from running astray of any efforts planned by COFO. Jim also was a big brother to Granger Ricks, a blind graduate student from Yale who taught a course in western civilization.

Jim Matlack, the sixth member of our group, taught two courses (which meant 24 hours of classtime) during the first semester in American literature, and in American history. The second semester he just taught American history, using his extra

time to participate in local civil rights activity. Jim's wife, Jean, taught a voluntary course in composition for 4 students during the second semester. The Matlacks served as hosts to a party we held for students--over 200 showed up (the party was the most successful student social event of the summer).

The six of us lived in three locations. Three lived in a deserted faculty residence now used to house visiting football teams. Granger and Jim lived in the faculty dormitory for single men (the only building with showers). The Matlacks (and, during the second semester, Loren, Frank and Bruce) lived in an old three story dormitory housing girls during the regular year. We ate in the dining hall with the regular faculty members at two reserved tables (distinguished from the student tables by white table cloths). Sack lunches were provided Saturday and Sunday evenings. We ate often on the weekends at two Negro restaurants one block from the college.

We were completely free to run our courses the way we saw fit. Our work was not supervised. Most of us used the text books taught from during the regular year. But Loren, for example, used a series of paperbacks (some were available at the Rust library and others were purchased in Memphis). We were completely free to choose our method of teaching and our materials. The only problem was that we were not informed early enough of the courses we were to teach, the amount and kind of material for which we were responsible, the number of students, the level of their reading and writing skills and other related problems.

Several teachers, because of their interest in civil rights, spent much of their free time (we taught on Saturday so this left a 1½ day weekend) touring the state, attending meetings and encouraging efforts by Rust students. For example, we (along with regular faculty) held an evening session explaining carefully each section of the Civil Rights Act to the students when it looked as if a faulty understanding of the Act might lead to unnecessary violence in town. We attended and participated in every student event on campus (dances, NAACP meetings, bingo parties, movies) and arranged faculty-student softball games as well as the dance.

Frank and Bruce carried on a good "campaign" of visiting and entertaining faculty members, as did the Matlacks. Loren was kept quite busy with public relations work during his spare time: leading visiting Iowans on a tour of the state; traveling to Memphis on school business, photographing and interviewing people for the alumni bulletin. Jim and Granger attended many of the meetings involving the formation of the Freedom Democratic Party. The college went out of its way to provide faculty dinners and other social activities which filled up our free moments.

Special projects (some already indicated) included: faculty seminars (we led hour discussions each week on such topics as "Educational Philosophy for the '60's," "The Relationship of Faculty and Administration, " "Methods of Teaching 'Culturally Deprived Students' ", and "Religion and Public Education"); student seminars (generally attracting from 25 to 30 students) on topics

familiar to us and of interest to students: "Is the Negro Biologically Inferior?", "The Negro Writer in America", "Race Relations in South Africa", "The Philosophy of Non-Violence", "Change in History" and "Sex, Censorship, and the Law"; the book drive headed by Frank and Bruce; the student newspaper and photography workshop; the remedial sessions in English conducted by Mrs. Matlack and Loren, and the constitutional law class. An effort was made to institute a pre-freshman program for next summer, but, because of the split session and the unenthusiastic response of the college, this project was not followed up.

Greater success was achieved with special projects suggested by the college. Some faculty members viewed us as a challenge, economic and otherwise, to the security they had achieved at Rust. For this reason and because of suspicion (we were the only whites on the faculty), overwork (some regular faculty members taught 36 classroom hours each week) and apathy, the faculty was hard to involve in our projects. For example, the book collection met some resistance because of the touchy problem of who was boss--Frank and Bruce had the enthusiasm and wanted to get the entire library staff behind them, but, even as discreet and as tactful as they were, were received coolly by the regular library administrators.

Though Rust is not conservative on the issue of civil rights, it is extremely conservative in its educational policy. This may be because much of their support comes from sedate Midwest Methodist organizations. Much attention is paid to adminis-

trative detail at the expense of the primary task of education; for example, exams were given in the middle of the last week to facilitate the recording of grades but teachers were expected to hold classes the last three days of the week anyway.

Personalities are important factors in the Rust hierarchy: the faculty has little power and seems content, strangely enough, to be told what it is expected to do. The dean, Mr. W. A. Waters, is a pawn and I suggest that in the future we attempt to work around him. President Earnest A. Smith holds all the power. The business manager T.R. Collins, is reliable and was the most efficient in taking care of small problems that developed in housing, finance and other areas.

Flexibility is the call word for a summer of teaching at Rust. Sexual deviants, Black Muslims, a social code that requires careful dress but seems to allow faculty promiscuity--all these factors require an ability to take everything in stride. Contacts with the white community were fruitless but Loren contacted the mayor, the newspaper editor and the police chief when we arrived, explaining we were present to teach and not demonstrate. Hopefully this eased their fear of "outsiders" and stopped the rumors which were flying around Holly Springs from spreading.

The idea of having six men teaching at Rust was a wise one, considering the intimidation that goes with a summer in Mississippi. A future warning: no publicity is good publicity in southern newspapers--they can't be trusted.

As far as future teachers go, flexibility, a pleasing personality and a touch of humility are qualities we should look for.

A brief general orientation meeting followed by a longer session with someone who taught at Rust the previous year should be adequate preparation. I also recommend James Silver's Mississippi: The Closed Society as worthwhile reading.

The most satisfying moments involved those pleasures which come with any teaching experience. The program's value is the increased awareness the participants gained about the problems of education, particularly Negro education.

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WILLIAM W. EVERETT - S. I. at Philander-Smith

Dr. Cothran - consultant

File
S.T. Prog - Pole
"Questionnaire
Returns"

Report on Summer Teaching

From:

William W. Everett
Philander Smith College
Little Rock, Arkansas

I. Teaching Responsibilities:

Course Description:

I taught two courses, United States History and United States Government. The summer ten-week schedule was divided into two terms. In the first term I had 11 History students and 10 Government students. In the second term I had 8 History students and 4 Government students. The course met one and one half hours each day, Monday through Saturday. In addition to reading one chapter a night in the text, the students kept a class notebook. [texts: American Democracy in Theory and Practice, by Carr, Bernstein, and Morrison, and The Federal Union and the American Nation, by Hicks, Mowry, and Burke.] These were regular summer sessions usually taught by a professor who was on leave at an institute in Princeton for the summer. I had little or no supervision aside from standard syllabus reports to the acting Dean of Instruction. I had a free hand, which was to the liking of myself and of the professor, who thought I was supposed to introduce new and modern methods.

Students:

At least half of my students were in-service teachers who had come back to earn credits for their bachelor's degree. The others represented the whole range of student abilities at Philander. The teachers were both better and worse than the regular students. Almost everyone had problems in reading and writing English and in thinking logically. Many of them could not express themselves verbally in a satisfactory manner. Many could not write a complete sentence nor could they understand the logical relations of conjunction, subordination, or causality. On the whole, however, the students were intelligent enough to master these tools and procedures. Unfortunately, Philander does not seem to have given much attention to programs of remedial reading, writing, and expression. These should receive top priority.

In some cases I encountered a peculiar apathy in which the student simply did not work. This was not due to outside jobs or to family problems -- factors which burdened many others. They seemed immune to any exhortation or counseling on my part, as if they did not believe I would flunk them at the end of the course.

Grading and Administrative Procedures:

Grading presented a problem, for many of my students were hurt financially in failing my course. Perhaps a regular teacher would have passed them. In addition, there was to my view considerable confusion surrounding evaluation generally. A student who failed both my courses claimed to have a B average. Another student who graduated second in his class had, by my standards, only a rudimentary knowledge of his

major field. No one could offer any guidance in this problem. Moreover, there was to my mind a great deal of unnecessary red tape for both the student and teachers. Incidentally, the president of the college was under heavy fire from the Board of Trustees all summer and eventually resigned, but no one ever knew the issues and differences surrounding his dismissal. He claimed that they wanted to treat him as an errand boy and had not let him be the chief administrator for the school.

In all other respects conditions were ideal for carrying on a rewarding and challenging instructional program. Philander is in a position to grow. It has already made steps to expand its physical plant. Whether the academic program will be changed to suit modern opportunities and needs is still a moot question. There seems to have been little progress or systematic thought in this area.

General Academic Problems:

Within my own discipline I encountered a general reluctance or even inability to discuss the relationship of racial segregation and discrimination to the broader patterns of American economy and politics. Although some students thought everything could be construed in terms of segregation, most seemed to avoid the topic as much as to attack it. Secondly, there was universal difficulty in answering questions. This may have been my fault. I almost always asked essay questions which demanded a new arrangement of old facts. Even further, however, was the inability to formulate questions necessary to clear up ignorance at a specific point. This failure is part of a broader tradition of education in which the student does not question or argue with the teacher. The teacher dispenses truth which the students regurgitate. Great attention must be given to stimulating curiosity and a critical disputatiousness among the students.

For the students, "culture" is a body of activities confined to the weekly assemblies. It has little to do with probing their own lives and sensitizing themselves to the patterns in which they express themselves and understand others. For most students culture seems to be merely another status pass in a white man's world. It has little personal relevance. This is not cultural deprivation. It is cultural irrelevance. As long as the personal life of the student is devoid of stimulus the problem will remain. The only stimulus I received all summer was a round of ten rock and roll songs emanating from 100 personal transistor radios. We can expect little change, moreover, as long as the faculty-student relations remain so distant and formal. The Southern attention to "place" hinders the transfer of understanding. We were particularly troubled because we were expected to sit at a special faculty table in the cafeteria.

For almost all the students the horizon of ambition is low, as it is for almost everyone in Arkansas. Greater effort must be exerted by the college to indicate broader job and graduate opportunities.

The historic narrowness of ambitions and possibilities has also stifled the college's curriculum. Students major primarily in only one field - education. Second place probably goes to social studies. The traditional academic disciplines (though not sacrosanct) are neglected in favor of the more practical and possible disciplines.

I assume this is the Booker T. Washington heritage in Negro education. It is time to break this pattern.

The library is excellent, though small (around 30,000 volumes). The books are well-selected and the staff is quite competent.

We had some close contact with a few of the faculty, but there was no organized colloquium or meeting arrangement with which to pool epxeriences and discuss mutual problems and interests. What contact we had was both cordial and significant. All agreed that it should be increased.

At first, we STP teachers felt that we should adjust to the situation, but as the summer progressed we gained the feeling that we were to set new ways and new norms. We were there to change as well as to sustain the college program.

II. Extracurricular Activities:

I was sucked into a number of planned activities: a drama program, assembly program, the choir, and a special planning committee for the Fall Faculty Seminar. This left little time for anything else, such as socializing and investigating the local political and economic situation. We did, however, meet some local leaders --, that is, the liberal ones. I attended several churches and was only once refused admittance. [Little Rock is fairly peaceful, although the public pool was closed soon after we arrived. There is still a smoldering problem in school segregation. However, there is a strong liberalizing leadership in the local political arena. Philander is not a seedbed of radicalism. but it has supplied leadership for local civil rights operations.] On the whole, we involved ourselves minimally in local civil rights aside from making our presence known to the local NAACP and community improvement association. The police were fairly touchy but did not offer us any problems.

III. I participated in the program first because I wanted experience in teaching and second because I wanted to understand better the problems being encountered within the Negro community in the South. In both respects the program was rewarding and significant -- perhaps the best situation I could have entered in order to attain these objectives.

IV. The major satisfaction of the summer was merely being present in a historically significant situation. Secondly, I gained self-understanding which will help me evaluate my capabilities as a teacher. Perhaps a third satisfaction was seeing some indication that my instruction had stimulated some students to efforts and hopes they never had entertained before.

V. Problems in ordinary life range d from the petty to the cosmic. At the lower level, I discovered in myself extreme impatience with incompetence, whether in teachers or in students. This often made me less than cheery. Secondly, I discovered that many students could not be trusted, whether in returning small loans, cheating, lying or any other mode of trustworthiness. Many had developed elaborate "lines" and dressed smoothly. Beyond that they were lacking in a sense of social responisbility. The causes of such behavior are understandable. My naivité is also

understandable, though regrettable. However, I was perplexed by the "boys will be boys" attitude on behalf of many faculty. They did take some steps, however, to retrieve my money. Students made little hesitation in trying to manipulate my friendship in order to pass a course or get favors. Now, to ameliorate this picture, I must point out that the majority observed basic ethical and social patterns of consideration for others. One or two became friends whose company I could enjoy with considerable trust.

On the cosmic level, I felt that some of my teaching cohorts possessed lamentable ignorance of the Negro's consciousness of the world. They were rather bold in their humor or actions in ways that could be easily misinterpreted. More consideration should be given to orientation about the cultural history of the Negro in America and about Negro education. Personal encounter in a depersonalized world is not just a race problem. However, rapport between persons trapped in the web of race is difficult. It is our most subtle and staggering problem. Perhaps some reading could be assigned. On the other hand, too much preparation for "problems in race relations" would be presumptuous and stultifying. For some, it might remove cherished spontaneity and sincerity.

VI. Future teachers should be chosen for their capacity to transcend their parochial prejudices against neckties, conformity, and hard-bound books in order really to hear and understand what is necessary for the growth of that other person, whether it be teacher or student. We don't need militant crusaders. Sometimes the inconspicuous person who listens accomplishes the more lasting change. Intelligence, industry, sociability, adaptability, and competence in one's field of instruction are gainsaid qualities for the task. On the whole, selection should not be a complex or difficult procedure.

VII. I was not at the New Haven orientation, but I assume future programs will be able to be more specific. They should also give closer attention to problems in race relations.

VIII. To my students, the program opened up encouragements to strive for a higher level of accomplishment. For many of them, it presented a level of teaching ability and academic excellence which they had never experienced. For others, especially those with whom I lived in the dormitory, it made it possible to have genuine and prolonged social contact with a Northern liberal Caucasian. To the College, the Program was a symbol for change and contact with the outside. It was a general livening influence. Even people in the community were affected merely in knowing of our quiet presence.

IX. There is no question but that the program be repeated and expanded. Incidentally, when will it be integrated?

X. I would hesitate accepting a year's position with a Negro college without first ascertaining its academic atmosphere. I was amazed at how much I was affected by the lack of cultural stimulus. It had a very depressing effect on me, which often hindered my work as well as my psyche. However, in spite of Little Rock's cultural slack, perhaps a longer stay would have enabled me to seek out rewarding social and community pursuits. At this moment I don't know whether I would accept or not.

Miscellaneous Comments:

1) Though the President introduced us at Commencement as "missionaries" there was no such feeling expressed about us while we were there. The school likes to feel it is associated with a Yale program. The STP has a favorable image at the school.

2) Our rooming was excellent. The food was adequate.

3) Philander has, to my mind, some peculiar administrative and scheduling procedures. Teachers should apprise themselves on these matters.

4) There is no bias against paperbacks. Though the stacks are closed, there is an excellent periodical and reading room.

Respectfully Submitted,

William W. Everett

Yale
S.T. Prog - Yale
"Questionnaire Patterns"

REPORT FROM MILES COLLEGE, BIRMINGHAM, Ala.

by Michel Forget

II A I have been teaching French at Miles College, in Birmingham, Alabama, for the summer 1964. Although there were many visiting professors on campus here this summer, I was the only representative of the STP.

I lived on campus in the Faculty Appartments Building which holds 10 very modern, comfortable and well equipped appartments for the faculty members. I ate lunch in the cafeteria of the college, taking plates or sandwiches home for dinner. (By the way, the evening food was definitely unsufficient for a 25 years old gentleman!).

I was responsible for three sections of French, which represented a total teaching load of 18 hours a week. I had 35 students in the first section (elementary French), 6 students in the second section (intermediate), 10 in the third one (advanced). Each class met everyday, six days a week.

I was perfecly free to organize my work as I wanted to. There was no direct supervising of my teaching from the top.

B There was not much free time. Most of my time was taken by counseling teaching, preparing lessons for the tomorrow or grading papers. I made clear at the beginning that we were there for work not for fun! I was tied by my promise. I made my students work, but they paid me back!

Nonetheless there has been time for many long, informal dicussions with the students. Many of them invited us (I say us since I shared my appartment with Dr. Schmidt who taught philosophy here for the summer. He took his Ph D in philosophy from Yale and is now teaching at Brown University), for dinner at their home. We also visited some of the so-called "white liberals"! Also each week we invited part of our classes to an informal party in our appartment. These parties where we could meet the students in a more personal way and on another basis than the student-teacher relationship were most fruitful and enjoyable for us as well as, I believe, for them.

C I felt two important frustrations. The first one regards the lack of contacts with the regular faculty members who have practically ignored the visiting professors. Yet their experience and their knowledge of the local problems could have been most helpful to us. I do not figure out quite

well what are the reasons of this attitude. I do think however this was not an attitude of hostility but rather of indifference. It had nothing to do with our being visitors, or coming from large universities, etc; it must be understood in a broader context and probably betrays a certain apathy and a certain lack of enthusiasm on the part of the faculty members. Although I may be wrong at this point and may have got a false picture of the situation since many of the regular professors were off campus for the summer.

The second frustration concerns the relations with the administration. I would have liked having, at least once, an opportunity to talk with the dean about my teaching and the various problems and satisfactions of my work. This was hardly possible. I certainly understand that the dean was, all summer long, overwhelmed by numerous problems but I think he ought have found at least a few minutes in the summer to inquire from the visiting professors about their experience, their impressions or their difficulties. On the contrary we were let alone, perfectly free but at the same time very isolated and with the feeling that the administration of the college had no idea of what we were doing. And this feeling when you do your best in difficult conditions is certainly frustrating. I say that less as a criticism than as a suggestion for the coming years.

D The qualities required for such a job are, in my opinion: first of all a great competence in the subject matter (no amateurs, but specialists. No theologian teaching philosophy or chemist teaching maths etc.), then much dedication, authority, tact, humility and humor...

E The major satisfaction of the summer was, no doubt, to see the students learning some French, and to follow, day by day, their progresses. I made my students work very hard but the experience was very rewarding and the results sometimes beyond my hopes. I do think that learning a foreign language is just a matter of work and I do not share this common opinion that it is almost impossible for the Americans (and especially for the negroes!) to speak a foreign language.

On the contrary I think that my students have learned quite a bit of French during these nine weeks. I was proud of them when, after seven weeks they were able to understand at the first reading, a contemporay poem, then to learn it by heart and to recite it in an understandable way. Above all, nothing was more exiting to me than to follow day by day their individual progresses and to see them, little by little, gaining confidence

in themselves and in their ability to communicate in a foreign language.

In saying that I do not aim at an indirect praise of my students' teacher. I know that I have failed to initiate some of them to the mysteries of my native tongue and that I have nothing of an experienced teacher. But I was sincerely impressed by my students' eagerness to learn, their seriousness and their cooperation.

In addition I must say that teaching at Miles is the most fascinating adventure because this college never stops making advancements. In the recent years, since the coming of the new president, Dr L.Pitts, many progresses have been achieved and many others are in the making. New building have been built, others are under construction. Next Fall the ground will be broken for a modern science building and for two dormitories.All these efforts tend to regain the creditation of the school which it lost some years ago by lack of Ph D's in the faculty and of decent educational facilities.

Therefore, from the top to the bottom (with a few exeptions probably, as I said), from the President to the students, everybody knows that the present difficulties are only but a step towards a better world; a gigantic struggle is going on, for more education and more justice and everyone here is proud to take his part in this struggle.

This should be enough to explain why a summer at Miles is such a rewarding experience, but many other things could still be added. Among them we must enumerate: the friendship of the students, their eagerness to learn, their thankfulness for any <u>serious</u> teaching, not to speak of these numerous meetings, invitations, discussions which are as many opportunities to break the daily routine and go further than a purely academic relationship with the students.

Such are the main satisfactions a summer teacher meets at Miles. Now it is difficult to answer the question of "the purpose of the program". As to the administration of the college, the STP counts for little in their preoccupations. Their main interest seems in recruiting a sufficient number of qualified summer teachers so as to carry a decent summer session. Their interest is in the individuals they can get rather than in the way these individuals happened to come to Miles. And although I never missed an opportunity to talk about the STP and the origin of my coming there, I am not sure that our program as such is well known on campus, nor that the administration itself pays much attention to it.

But, in my opinion, this does not really matter. Miles is probably a very exceptional place. The president and the dean of the college know exactly their business, they have definite, ambitious and realistic plans for the future. I do not think that the STP should aim at playing any role

which would interfere with the plans of the college. Rather I think that the STP's role must be very limited and humble, trying to provide good faculty members for the summer sessions according to the needs of the college which vary from one year to the other.

F The experience was, by and large, what I expected it to be. It was simply still richer and profitable than I thought it would be.

III One of the most urgent problems at Miles regards the students' further studies in graduate schools. This problem has two aspects. I) So far, even the best students here are not at the same level as the students in northern schools for instance, and they are not able to compete with them in graduate schools. The difference is not of intelligence or of potentiality but of knowledge and practical training. 2) The second aspect of the problem is the finacial one. Most of the best students would be willing to go to graduate schools but have beforehand to work one or two years in order to raise the money they need for their tuition. This break is desastrous; it interrupts their intellectual training and only a few of them find the courage to resume later their studies. Whereas the financial aspect could be solved by an appropriate system of scholarships, the lack of sufficient knowledge is much more difficult to handle.

After talking with Dean J. Monroe from Harvard and Dr Smhmidt from Brown University, the suggestion has been made that some intensive summer session be organized on behalf of college graduates in order to prepare them to the competion with students in graduate schools. Such a session might proved to be too shoort to bridge the gap and perhaps that a whole year special course should be thought of, provided it is organized with tact and effectiveness. One of the roles of the STP might consist of promoting such a remedial session.

The particular situation of Miles College, its definite plans and the very precise requirements it is now trying to fulfil in order to regain its creditation make difficult to consider the numerous suggestions contained in part III of the questionnaire. I am sure that in a few months the college will be freer than now to give thought to new projects aiming at developing its standards. It belongs to the STP to keep in touch with the administration of the school.

In conclusion I would like to express my deep appreciation to the STP staff for this opportunity which has been mine to work at Miles College. I do not know how much I have given but I do know how much I

have received. I wish the STP much courage and success in this most needed but most hopeful struggle.

Michel Fagot

I2 Avenue Trudaine, Paris 9º (France).

JUDITH WINTER - S. I. at LeMoyne College

Dr. Cothran + Dr. Newsom - consultants

Yale Univ - Southern Teaching Program
Make folder: Questionnaire Returns

file

LeMoyne College (Judith Winter)

Answers to longer questionnaire:

I.

II. Four of the program's teachers taught here this summer. Three taught in a humanities seminar for high school students, and one taught in a science institute for other h.s. students. The humanities people taught 3 times a day, five days a week, i.e., repeating the same material three times a day. The teacher in the science institute taught twice a day, 5 times a week.

Two of the teachers lived in the houses of faculty which were not at Le Moyne right now, while my husband and I lived in a faculty apartment a few blocks away. We ate lunch in the cafeteria, but were responsible for our other meals.

We had full responsibility for what we taught and how we taught, and had almost no supervision - but all the cooperation for which we could ask.

Everything was fine - except the repetition of giving the same class 3 times a day - and I was the only teacher who really minded that very much.

The other questions in II. were answered on the forms of the individual instructors.

III. I think the college really felt that this program was a success and that others like it should continue in the future.

I think that it is possible that Dr. Price, the president, might be interested in recruiting year-round teachers through the S. T. Program. They recently received a huge amount of money from the Ford Foundation, money which can be used only on faculty salaries. ~~This may have an impact~~ Dr. Price may be interested in getting some of his new teachers through the S. T. Program.

They have an amplified phone system here, in which a professor can lecture from his home or office across the country. We used a number of Yale professors this summer, and perhaps a few might care to lecture this winter.

For specific answers to questions, one ought to write to

D. Price, the president. LeMoyne is on its way up, fast, and may well be interested in almost any plan for enriching its faculty.

5. I think that information is one of the big needs down here. The high school students do not know that they can go to good colleges in the North, and the college students do not know that they can go to good graduate schools . Before you get really many students to ge to good graduate schools there will have to be a revolution on the college level - in which the stress moves from getting enough credits to qualify for some job - especially teaching - to interest and involvement in the subject which one studies.
I have a feeling that a problem which can be really helped on the high school level by giving information will not be helped that much by such means on the college level.
In a certain sense, the LeMoyne Senior has already let most of his chances slip by if he is and has been working towards accredation as an elementary school teacher - as many of of them have. About 80 per cent or more of LeMoyne's graduate becomes teachers and major in education.

6. Only Cliff Johnson would possibly be qualified to teach at Yale. Most of the faculty would NOT be at all qualified. But some might well be interested in a year of study at Yale. Some would be very glad to go beyond their master's at Yale.

B. The school does have a sabbatical program, but I do not know much about it.

C. I think that Yale might be encouraged to take the initiative in offering post-doctoral fellowships, etc. That has a feeling of"respect" that an organization run by students would not have. In trying to do things with faculty, the best method might be by contact by Yale.

D. I would really like to see the h.s. honors program expanded, but it seems difficult to picture the kind of organization that might run it. I think it is important

enough and cheap enough to be expanded beyond the point at which a student administration would be possible.

A very important program which might be instituted is that concerned with guidance of high school students. If a full-fledged program is not started, then at least a project might be carried on in which guidance officers in high schools might be informed of the possibilities for their students. They do not know about them - or, if they do, they are not telling their students. These students do not realize their opportunities, and the foundation money given to the schools in the North with which they are to recruit Negro students will not do much good unless these students apply.

Southern Teaching Program

Judith Winter
LeMoyne College
Memphis, Tenn.

(Instructors' Questionnaire)

I. Teaching responsibilities

I was teaching in a special humanities institute for high school students. These students - mainly juniors and seniors - were nominated by their principals and perhaps other school officials. They were a select and talented group. This was a type of "honors program" in which intelligent high school students might get a taste of college and be stimulated to get more than a taste. The program was to give the students a college-level introduction to the humanities - philosophy, history and speech/literature. Seventy-five students participated in the institute, and these students were divided into groups of 25. Each group had a class of history, of philosophy, and of speech each morning. Thus the teacher taught three classes every day, and taught the same material to each class. The teacher taught 15 hours a week. Every morning the teacher taught the same material three times - that is, he taught the same thing to three separate groups.

We used paperback books. The course that I gave was an introduction to philosophy. We read several of the early dialogues of Plato and the first book of the Republic. The stress was on critical reading and thinking, and seeing how the issues discusssed in the dialogue were still hot issues today. We used no secondary material.

The educational level of the students was very mixed. We had students from several grades, and we had students of widely differing abilities. About a third of the students had abilities appropriate to their year in school. About a sixth were very bright and had reasoning and general "thinking skills" more than is expected of their age group. It is very difficult to assess their "educational

level" since their ability to handle words is almost uniformly below what you would expect from students of their intelligence.

My work was supervised by the director of the program, Dr. Clifton Johnson, in the sense that he knew what xxxxxx I was doing. There was no real supervision, and absolutely no interference. I was left free to decide what I would teach and how I would teach it, and I cannot thank him enough for that.

The only dissatisfaction with the situation was the repetition involved in teaching the same thing to three different classes - and teaching these classes one after the other. Since the classes were those of directed discussion - very dialectical - they demanded great concentration on the part of the teacher. I really wasn't up to the third class. Something ought to be done about this.

11. Extracurricular activities

My main extracurricular activities were informal contact with the students and a wild social life. One of the most valuable aspects of the program (to the teacher) is his contact with Negro xxxxxxx students of his own age. We had a wonderful time with these people. If we had had the time, we could have been out every night until one or two o'clock, going to parties, xxxx sitting around talking, etc. There was a broad range of social activities that any prospective teacher could look forward to - much much chance for very fine contact with very fine people,

111. I wanted to participate in the program because I felt that I personally could help the cause of civil rights best by being a teacher. I felt that by participating in the program I could help a few people to think better about a few things. I thought I could give them basic skills with which to approach and analyze problems of various kinds - and I thought that I might show some students what it meant to be intellectually absorbed in a subject - perhaps stimulating them to study further.

The summer was different from what I expected, mainly in that there were no major problems. The students were not suspicious or hostile - although one or two of them were rather sullen - and the LeMoyne Negro community really welcomed us with open arms - literally!

IV. The major satisfaction of the summer occurred in the classroom - over and over again. It occurred when I saw a student's face light up with understanding or when a student made - in great excitement - an important point. I also received great satisfaction from my relationship with my students and fellow teachers - as well as great happiness from relationships with Negro friends.

I learned very much about teaching philosophy - and have realized things which will influence what I will do with philosophy in the classroom later on. As a teaching experience, the institute was invaluable. I had theories about philosophy and teaching philosophy, and was free to carry them out. I saw them work and I saw their limitations, and I am encouraged as I never was before about the possibilities of teaching philosophy. I guess I was very impressed with seeing people learn something that I felt it was important for them to learn, and my teaching them.

My feelings about Negros have also changed, due to my experiences this Summer. All the Negroes whom I new before were exceptional people - Yale Law School students , etc. But now I knew and really [redacted] loved very ordinary , very everyday - type people who happened to be Negro. My very warm, very close relationship with particular Negroes has resulted in my feeling a much more emotional identification with Negroes - but this is too abstract. I am trying to express a very personal, very important thing - namely that if there is a group which is set apart for some reason, and you are not a member of the group, you never really get over the feeling of a gap between you and the members of that group until you have loved someone who is one of the group. I don't feel any difference between myself and Negroes anymore - and I did not realize that I had felt a difference until I realized that I no longer felt any.

V. No major frustrations.

VI. Future teachers who come here should be the kind who can take advantage of the fine social situation here. For the particular program in which we were involved, it was important that the teacher be able to make very difficult ideas very concrete, and hook them up with the students' lives. Someone who takes a very common-sense view of what he is studying and who has a sense of humor about it would do better than the standard professorial type.

VII. Yes. Orientation in New Haven was helpful, but it also made us rather nervous - unnecessarily. Since the situations vary so much, I cannot think of any general orientation program that might be helpful. "The mores of the Southern White" might be a good topic for discussion. I think we felt much more relaxed in a Negro group than in a group of southern Whites.

VIII. I think the program was extremely valuable to a third of the students - and quite good for another third. I feel that about a third was simply "exposed" and I wonder whether they have permanently benefited.

I think we have affected the college a little - mainly through our contacts with LeMoyne students, and the suggestion that LeMoyne take advantage of the Southern Teaching Program, etc., further. Since our program was not part of the regular academic one, we had little effect intellectually on the school.

IX. The program ought to be repeated - definitely. This is perhaps one of the major ways of waking Negro high school students up to the fact that they are bright and ought to go to the good schools that are trying to recruit them. For many of them, this institute was the first time that they were encouraged to think about things and to question. I think it was really important and ought to continue.

X. I do not think that I would like to teach at the present time or the near future at a predominantly Negro college of the type represented by LeMoyne. I would not like to, because I do not feel that I would be able to maintain my intellectual excitement at a place of this type - right now. In a few years I might be mature enough to function in an intellectual vacuum, but right now I do not think that I could. LeMoyne is representative of a type of Negro school which is moderately good and on its way up - but which is wholly out of the academic mainstream. Its faculty may not be really incompetent - many of them are quite competent - but somehow they are "out of it", they have for the most part lost any real involvement with their field of interest , and have become little more than high school teachers. This may be a very unfair criticism. Perhaps if I were to get to know them much better, I would have to revise my opinions. But this is how I feel right now. I could not teach for any length of time in such an institution in the next few years. I hope that I might be able to after a while.

I would recommend this type of position to friends who were intellectually mature enough - or to those who were predominantly interested in people, and who were competent in their subject, but who do not need much intellectual contact for their personal well-being.

DAVID WINTER - S. I, at LeMoyne College

Drs. Cothran and Newsom - sonsultanta

From David Winter
23½ Dixwell Ave.
N.H. Conn.

QUESTIONNAIRE FOR SOUTHERN TEACHING PROGRAM INSTRUCTORS

I. Teaching Responsibilities:

Please describe your teaching position. How many courses did you teach? How many hours per week? What types of books did you use? What was the educational level of your students? How was your work supervised? Were you teaching in a special institute or in a regular summer program?

Do you think these conditions were satisfactory? Could you have been more effective if the conditions were different? How would you change them?

II. Extracurricular Activities:

Did you participate in extracurricular activities which would be of interest to future instructors in this program?

III. Why did you want to participate in this program? Was the summer different from what you expected? In what ways?

IV. What was the major satisfaction of the summer? How was the experience valuable to you personally?

V. What were the major frustrations? Please describe any problems that arose in working with students, other faculty members, administrators, or the local community (white or Negro). Were there problems concerning teaching? Social life? How could any of these problems have been avoided?

VI. What qualities should we look for in future teachers in this program?

VII. Was the orientation meeting in New Haven helpful? What other kind of orientation program, if any, would you recommend?

VIII. What was the value of this program to your students? To the college in general?

IX. Do you think that this program should be repeated next summer? How should it be modified?

X. Would you consider teaching at a predominantly Negro college for a year or more? Would you recommend this type of position to friends? Why or why not?

S.T.P.

I. Teaching responsibilitites:

Taught mathematics in NSF science institute at Le Moyne College (40 carefully selected high school students; each took mathematics and either biology or chemistry).

a) Taught two identical classes of twenty students each. Each class met five days a week for hour lectures. Two-hour workshop sessions were held in afternoon once or twice a week.

b) Books: (1) Did not follow a text, but had class notes mimeographed (the NSF institute had a s ecretary from 9:00 to 12:00 noon. It would be an excellent idea to provide a fulltime secretary at schools at which several people in program will be teaching, since mimeographed materials can be quite effective)

(2) College level books relating to topics in course were available on reserve: Landau(foundations of analysis), Kamke(theory of sets) Courant-Robbins (what is mathematics) Samuel(sets, relations, functions), Jones (theory of numbers), Charmicael (theory of numbers), others on same level.

(3) Text was supplied out of NSF funds to each student.

(4) Book needs: Range and quantity of books for 40 students in this kind of course in which outside reading leading to a report is required was badly defecient. Teaching would have been much more effective if before classes were begun, much needed books had been bought and made available - students were asked to carry out mathematics projects, but appropriate source material was limited, and this lack in source material frustrated both me and the students.

Suggestion: Set up, before summer, a book-ordering committee thru which all orders will be placed. They may be able to get better rates, and perhaps could secure support from foundations to pay for books to supplement Negro college libraries. Finally make clear to people teaching in program that such unlimited book resources are available and should be utilized before course is begun.

c) Educational level of students: Students had poor background in mathematics, and seemingly had rarely been expected to think deductively. However about half of these students were able to follow and make deductive arguments within a week. PP They did not communicate well at first, but again this was not serious, in the sense that they made progress rapidly.

d) Were conditions satisfactory?

(1) See b) (4)

(2) Need secretary (see b) (1))

(3) It would be good if with each graduate student teaching a large class, an assistant (perhaps undergraduate with suitable major) was supplied. This was tried at Le Moyne and was an important factor in the success of the large program there.

II. Possible extracurricular activities:

Often went to parties and dances with Le Moyne students. Dr. Gibson has some contact with NAACP and there will probably some northern law students in Memphis in connection with civil rights which would like to meet people in this program. Also Quaker Service Committee was active in Memphis.

III. a) Why I participated:

Felt education was effective means for advancing civil rights and for establishing personal and functional contact between Negro and White elements of a functioning society.

b) Was summer as expected? Yes.

IV. a) Major satisfaction: Progress of students and fact that several will probably become excellent members of the educational community and help accelerate education among Negros in the South.

VI.

VII. Orientation in NH was good. Perhapst those who participate in the program next year will wish to talk with those in last year's program.

VIII. a) Value to students: They had opportunity to have close contact with people having a radically different set of values from those generally found in the south and southern schools.

b) Value to college: College increased contact and familiarity with educational institutions and their members.

IX. Definitely program should be repeated and enlarged. Le Moyne could use three to five times as many people from such a program (though outside financial help might be necessary). (See also d) (3)).

X. I would not consider teaching at a predominantly Negro college in the near future since I wish to keep in close contact with the newest developments in fields which interest me.

MAR

MARILU SANCHEZ - S. I. at LeMoyne College

Drs. Cothran and Newsom - consultants

STP

SOUTHERN TEACHING PROGRAM REPORT

Report of Marilu Sanchez
Teacher at LeMoyne College
Memphis, Tennessee

I. I taught a course in speech three times a day to a group of twenty-five students at a time, five days a week, making a total of fifteen teaching hours per week. No text was used; the students kept notebooks and read various newspapers, magazines, reports and books in preparing their speeches and discussions. Help was given whenever I asked for it; otherwise, I was completely on my own. The students were exceptional, i.e., superior, high school students, personally selected by their principals and sent to LeMoyne for a special six-week summer program designed to prepare them for college work and to help fill the "cultural gap." A similar program taught by LeMoyne faculty had been held during the school year. Working conditions were completely satisfactory.

II. In addition to my speech course, every afternoon I directed a drama workshop, which was too popular. More students turned out than I could handle. About one fourth of those interested were immediately put to work learning their parts for two future assembly programs. The others, unfortunately, had to give up their theatrical aspirations for the time being, as I wanted to give all my attention to those about to perform.

Miss Kristi Williams, presently a senior at Grinnell College, did a marvelous job helping me and directed a group of girls in presenting excerpts from Shakespeare. The program entitled "Shakespeare's Women" was well done and very well received by the other students.

The students under my direction presented a beautiful, fast-moving, almost professional rendition of Jean Giraudoux's The Apollo of Bellac. It was a magnificent, heart-warming experience to watch these young people give such an entertaining, first-rate performance of a great playwright's work. I personally played a very small part in their success: the organizing and nagging were mine; the talent and glory all theirs. The audience--students, regular faculty members, some guests and President Price--were thrilled and praised us all for days afterward.

III. I want to help the American Negro, in any way I can, to obtain his constitutional/human rights, to realize his inherent dignity and to enjoy his "place in the sun." I feel I can best do this as a teacher in institutions which are, at present, predominantly Negro. All my hopes were high, yet, still, I did not expect the students to be as bright, as mature nor as delightful as they were, the people (both white and Negro) to be as warm and as friendly as they were, nor the whole venture to be as personally rewarding as it was. With the possible exception of a summer spent in Europe, this was the most beautiful,

(Southern Teaching Program
report of Marilu Sanchez - cont.)

the most important summer of my life.

IV. The warmth and the depth of the friendships I have made is of the greatest value to me personally, as is the fact that I have finally taken a small but active part in a struggle I had heretofore only talked about.

V. The only frustration was that the summer was not long enough, that I could not work longer with pupils I truly admired and that I could not stay longer with people I had come to love. There were no problems.

VI. I could not say.

VII. The meeting in New Haven was helpful because it was an opportunity to meet the other teachers and to learn a little about the colleges.

VIII. In the opinion of the students, the regular faculty and the "summer teachers," this program was of great value to all concerned.

IX. This program should definitely be repeated--expanded if possible.

X. I shall be teaching French and Russian at LeMoyne College this year (1964-65) with the rank of Assistant Professor and a salary of $6000 plus housing.

Marilu Sanchez
9/6/64

PHILIP A. BERTOCCI - S.I. at LeMoyne College

Dr. Cathman + Dr. Newsom - consultants

Southern Teaching Program Questionnaire

I. Teaching Responsibilities

I was teaching a course in history in the LeMoyne College Summer Humanities Seminar for reccommended juniors and seniors in high school. The intellagence and educational background of this group as a whole seemed far better than is usually encountered in predominantly negro colleges — indeed, we felt these students were brighter than the students whom we met who were connected with the regular LeMoyne College summer school session. The teaching load was 15 hours a week; each morning, Monday through Friday, I taught three classes of 25 students each. But since everyone was studying the same thing, there was only one preparation per night.

I was allowed to plan the course in the field of European history myself. No effort was made to direct me toward one kind of course or another, although I welcomed the advice of more experienced teachers occasionally. I chose to teach a course which focused on modes of social, economic, and political change and used the examples of the French Revolution, the English reaction to the Revolution and the Reform Bill of 1832, and the theory and practice of Bismarck's Realpolitik. An effort was made to conduct a very structured seminar — really a half lecture, half seminar. Professor Johnson of LeMoyne made every effort to make it possible for us to have access to what we considered to be appropriate reading materials to give our students. I used exclusively college level books, which at times were a little heavy going for the students but on the whole successful. Each of the books that were basic to the course was a kind of historical monograph — a book focusing on a relatively narrow series of events, a man, or a particular aspect of historical change in a given period. The aim was to see history not as the end product of rather obscure and mysterious forces, not as a fait accompli which only needed to be memorized, but as the product of the interaction of very specific forces and of human reactions to these forces. We wanted to get below the survey level. Occasionally we used mimeographed material from more general books to supply needed background.

I can think of no improvements of the administrative set up which would have made conditions more satisfactory than they already were.

II. No

III. I participated because I am interested both in teaching and in civil rights. Some sort of remuneration was also a necessary condition for my participation. I did not know what to expect; I was prepared for virtually anything. The summer in Memphis was surprising "normal" and a great deal of fun too.

IV. I really felt I was fully serving both my interest in civil rights and personal commitments to the value of education as a necessary part of significant social progress. Participation certainly enforced by commitment to the cause of civil rights and my sense of personal involvement. I developed no substantial further appreciation of the problem; perhaps historians are well acquainted with at least the general features of social, political and economic change.

V. No frustrations to speak of, except for a feeling of degradation when you can not take a negro friend everywhere you might like to.

And an occasional sense of frustration when you feel that other whites you might meet, engaged in similar activities, do not have the necessary maturity and mastery of self to handle the difficult and very complex situations which inevitably arise when race is complicating the difficulties which exist between human beings in general.

VI. I really do not know. I ask myself whether I was a success -- and the answer depends less on my abilities as a teacher than on my ability to handle frankly and fairly and compassionately the social side of my life in Memphis -- a life which we shared with a rather large group of negro fellows and girls. I think back of things I had to say at various times and ask whether the misunderstanding that I suspect resulted from them was avoidable . . . I do not think it was. Negroes have problems of identity, etc., just like whites, and sometimes the race question hopelessly fouls up the possibility for harmonious relations at least on certain levels. What you really need is an army of saints. But you will probably have to settle for people who you hope have more than an average portion of diplomatic acumen, understanding of human situations, and mastery of self.

VII. My experience with orientation sessions in general is negative. They cover a lot of ground often that is familiar to at least half who are in attendance. I thought the one session we had was adequate for organizational purposes. I think it would be especially important to develop some sort of dialogue on the attitudes people in the program should try to develop toward the "white southerner."

VIII. It certainly gave them new perspectives on education. It brought home to them, I think, a better sense of the real relation of liberal education to life. Education was stressed more as a preparation for life, and a good life, than as a necessary condition for a good job. It also reinforced the position of LeMoyne College as a leader in the negro community of Memphis, and may have bolstered a dossier which led to a million dollar grant from the Ford Foundation.

IX. Yes. Perhaps six weeks would be better than five.

X. I would consider it. I would suggest it to friends. But such a decision for most is based on considerations that go far beyond interest in civil rights, belief in education, etc.

Respectfully submitted

Philip A. Bertocci

Philip A. Bertocci

241 Cozy Beach Avenue
East Haven, Conn.

LESLIE EPSTEIN - S. I. at Lane College

Dr. Newsom - consultant

S.T.P.

Leslie Epstein

I The General Questionnaire.

At Lane College I was an instructor of Anthropology and Psychology. The anthropology was pretty straight-forward. The first term, general anthropology (the origins of man on up): the second term, social anthropology (religion, economy, geneology, etc.). The psychology was another matter. There is no department as such. The only courses in the field come under the Education curriculum, and are supposed to be the bare minimum required in order to obtain the teaching credential. It is most definitely not psycho-analysis or depth psychology. The first term is supposed to be Child psychology, but deals only with problems the teacher might face in the classroom (where to seat the trouble-maker, how to put the precocious child in his place, etc). The second term course is knee-jerk psychology (if you shine a light into the human eye, the pupil will contract), dull as dishwater. Since I am not qualified to teach this kind of psychology and since I could not think of any way to make it interesting or even valuable, I threw out the textbooks (expensive ones that the bookstore hoped to unload) and used paperbacks. Both courses were Freudian--and here I ran into not only complete ignorance on the part of the students and faculty, but also a degree of prejudice ("he is a man of dirt, of dirt, saying all things come from the libido"--The Chairman of the Humanities Dept.) At no time, however, was there any interference on the part of the faculty--but there wasn't much interest either.

The students, with rare (usually Northern or urban)exceptions, were most poorly trained. They were usually seniors or graduates, yet not all of them could read and write, few could read and write with any real facility. The trouble is, most students waste their time on fringe courses and on education credential work (how to run a tape recorder, how to organize games)--and the basic lessons are never reinforced--and so are lost. College Board and other multiple choice exams given to seniors register scores little better than random selection would produce.

Lane was unprepared for the Summer Teaching Program. There was no coordination between our work and what the rest of the school was doing. As a result, there will be a small cluster of bewildered students whose heads will be fitfully stuffed with strange names and facts--until, through lack of opportunity, the knowledge slides away from them. Lane needs remedial work above everything. I think we were valuable to the students, not because of what we taught them, but because of what we stood for--a world outside and far away and utterly strange, yet not entirely unapproachable or unconquerable. At least none of them are going to associate good manners with good scholarship any longer. The school needs a dozen people to come down and set up a reading, writing and mathematics lab. Every Lane student should be forced to sit and study in this lab until he can pass an exam or somehow show proficiency in the fields. I would recommend that the entire Freshman Year be given to this kind of remedial work, but at the very least the summers should be devoted to it.

II.

There were no organized extra-curricular activities on campus this summer. On our own, under the guidance of Albert Porter (the school accountant and force behind all the local civil rights activity) we took a house to house survey of living conditions in a negro slum. We were also involved in testing the civil rights bill. But on the college grounds, there was little to participate in- perhaps because it was so very hot, or because the students, on only two meals a day, were hungry.

III. I wanted to participate in the program because I felt enclosed and entrapped by the kind of life I was leading, because I was interested in teaching --or in finding out whether I could teach and whether I liked it--because I wanted an unusual experience--and because I thought the work needed to be done and I would feel more leniently toward myself if I went ahead and did it.

IV. The satisfactions were pretty much on a minor order. I was pleased with myself for sticking to the work with some degree of conscientiousness long after the need for that quality was no longer in force. A well prepared lecture was not that much more effective than an off the cuff talk. The teaching was not a satisfaction if I think of how much of it is likely to be retained. I suppose the best I can say is that it was satisfying to learn what the dis-satisfactions were, how difficult the job is, how much must be done. Perhaps I should also mention that if I had any hidden Negro problem, it was satisfying to find that it stayed hidden this summer. After a week, maybe two or three weeks, I no longer thought of myself as white or of the Negroes as black. In fact, if anything, I thought of myself as black, since the white people seemed so strange and foreign, and since I always felt more relaxed when I came back into a colored area of town.

V. Perhaps this is the time to give my over-all conclusion concerning Lane and the STP. I feel negro education is doomed, and that this is probably a pretty good thing. The "major frustration" was probably this unconscious thought poking itself into my thinking mind. I now feel that the only solution to the difficulties of negro education is integrated education. Given this--I dare to call it--fact, then the efforts of the STP are, in a sense, doing more harm than good. Let me immediately qualify this: I am glad I went to Jackson, I hope many more go in the future. For on one level, the human level, the need that the negro students have for some glimpse into the world of scholarship, and into a world of academic rather than racial distinctions, is great and must be met. But I do not think that we should fool ourselves into thinking that our work in meeting this need is any more than a stop-gap measure. The negro schools are so ill-equipped both in faculties and in goals (see my enclosed list of suggestions for the President of Lane)--and in an educable student body, that they must inevitable pass away as the better students find their way into previously white schools. Some Negro schools (particularly those in cities) may be saved: if so, they will begin attracting white students and faculty and meet the old segregated colleges somewhere in the middle. But the majority of Negro colleges--and I fear I have to include Lane in this assessment--will either struggle along as primarily vocational (and particularly teacher training colleges--until integration wipes out the opportunities here as well) institutions, or die out altogether. If Lane switched its orientation from teacher-training to liberal arts, if it remodeled its curriculum, its standards, its faculty--it would have a fighting chance. But then it would no longer be the same school.
Again, let me say that this situation no longer is a frustration to me, nor do I find it depressing. It ought to happen anyway. Only when Negro education becomes invisible--first in the elementary and high schools, then in the colleges, will the frightening, really unbelievable deficiencies in these young men and women find their remedy.

To answer your question as you have outlined it, I must say that the relations between the STP and Lane were poor. The faculty ignored us and the administration was unprepared for our arrival. There was no orientation. We were misled about texts and our teaching assignment. Most of the faculty felt threatened by us. There was one grand exception, Albert Porter, who was a friend

throughout our stay in Jackson. Relations with the Negro community were good, though sporadic. Relations with the white community were mostly based on their curiosity of "the New York beatniks" as we got to be called. We met a very few moderate whites--probably all there were to meet--and they were pleasant, if not entirely cordial. Jackson went through its racial troubles a year ago, with the result that lessons have been learned, calm prevails, and there is a workable, though superficial, detente; workable enough to allow full and occasionally even friendly implementation of the Civil Rights Bill--something that cannot be said for the surrounding areas of Western Tennessee. Social life was nil--but this may be due to the summer heat and the summer schedule, as well as to the strict rule book that governs each moment of the students' lives.

VI. Get people prepared to do remedial work, get people of infinite patience, but don't worry too much about their friendliness or stability.

VII. The program of orientation here was misleading, though perhaps inevitably so. Each of the schools is so different from any of its others that it would be impossible to deal with all of the problems involved. I would have liked to have known just how poorly prepared most of my students were. I did not realize that illiteracy would be a problem, nor did I appreciate the complete lack of any cultural context--the blank void where such names and ideas as Freud, Darwin, Copernicus, Socrates, Marx, Evolution, Hamlet, The French Revolution had never passed, even fleetingly. A lot of time was wasted in trying to adapt to this situation.

VIII. I have already dealt with this. The academic work was of slight value because it will not be followed up and so will soon be forgotten. But the sight of us pitching peaches on the back green, or lecturing while lying on a desk--will not be forgotten so quickly. And do not think, at least for Lane, that this is unimportant.

IX. Of course, as long as one understands the limited nature of what one can accomplish. I can only speak for schools in Lane's plight, but I feel that all the STP work should be remedial, that it should be thought out in detail in advance, and that this work somehow be integrated into the college's curriculum--eg., that credits be given in english for completing a remedial program.

X. I would if I were given some responsibility for change.

I am enclosing a hasty and haphazard list of suggestions I submitted to President Kirkendoll before I left Lane. It should give some idea of what the particular problems of the college are. Thinking it over, I feel the most important point is the matter of the choice Lane and other schools will have to make. If they choose to be teacher-training colleges, I fear that the rug will be pulled out from under them either by the integration of the school systems, or by the upgrading of the Negro personnel within the Negro secondary schools in a last-ditch attempt to forstall integration. In either case, Lane's graduates, with their inability to work with the English language and their impressive and heart-breaking audio-visual skills, will find themselves without places to work. If these schools choose to become liberal arts colleges, and if they make the changes in faculty and in attitudes that they must--then they have a fighting chance to stay alive, to attract white students, to send their graduates into the graduate and professional schools of the North and the South. Any other course is sure to lead to oblivion. I know that these decisions will have to come from within the schools themselves--but if they can be prodded, forced, tempted, tricked, bribed, or in any other way helped to make the choice to raise themselves up (unfortunately by casting so much dead weight off), then the STP should use any such method it can. I know this sounds crude, and I have been

criticized for suggesting ~~this~~ it before, but I do feel the colleges will be more responsive than one might think. For example, if the only way Lane can get ten free remedial workers to spend time and effort on campus is by adapting their curriculum and even their admissions standards so that no student who fails remedial english or math may advance into Sophomore year, then I am sure Lane will make that change. I am also sure that unless the STP insists on that adjustment it will never be made. The opportunities and responsibilities of the STP are both smaller (in the sense that in the long run many of the colleges we work at will no longer exist as they do now) and greater than they seem. I cannot urge too strongly that we take advantage of what insight we possess and what persuasion we can bring to bear. In all too many instances, it can do no harm--and in a few cases, a school may be saved to do good work in the future.

Respectfully,

Leslie Epstein

Leslie Epstein

Suggestions for Lane Leslie Epstein

I am writing these very brief suggestions because I think the situation at Lane is critical. I know that things are not so different heres that, if anything, they are better than they have been. But the outside world is suddenly very different. I fear that if Lane does not react purposefully to these changes, it will not be able to survive as an academic institution. I am going to be frank, because I feel that that is one quality that those who are in positions of authority rarely can evoke from their subordinates, and because Lane's position is now too dangerous to be anything but forthright.

I want to emphasize that I write for myself only, and that what I say should in no way be connected to the Southern Teaching Program.

To begin simply: the library. I think the stacks should be open to all students at all times. The selection of books is good, and they are well-indexed. But these advantages are being lost because the books on the stacks are not accessible. A student needs a sensuous awareness of a books what it feels like, whether it is red, black, or green, how heavy it is--what it is like toward the end. He should be able to dip into it--and then put it back if he doesn't think he will like it. Even more important, how will a student know what books are available to him, if he is not permitted to browse around at leisure. There is only one way into the stacks. A single student seated by the door to make sure that all books are checked out is the only real change that needs to be instituted. The college--and its students--will gain a lot from such a small expenditure.

Textbooks. I want to recommend that paper-back books be used much more widely than they are at present. The dean told me that therewas an official policy against paper-backs, but if this is so, most of the faculty has not heard of it. One of the many best features of Lane is the freedom it gives to each teacher to plan his own course and choose his own books. Textbooks are always dull and often expensive. Paperbacks are cheap, can be interesting, and they are the only places that students will come into contact with primary sources at a reasonable price (ie. Freud, instead of a book on Freud, Darwin instead of a book on Darwin). The store, cursed with an enormous backlog of expensive books, would certainly welcome this change. And so would students, who for their eight dollars can buy eight paper-backs instead of one textbook, which, after reading, they will (quite rightly)never keep.

Cheating. Lane is riddled with cheating of all kinds: copying other people's work at exam time, plagiarizing on essays, sneaking answers and texts into examinations. I would say at least one-third of the students do this. What is discouraging is that Lane does not seem to worry about it. In a rule book overflowing with regulations about appearance and behaviour ("esse non videre"), there are no rules, no penalties of any kind, for cheating and plagiarism. The attitude of the vast majority of these students is: pass the course, get the credit, get the degree, get out. This, of course, is the attitude of the majority of the students everywhere--at Yale as much as at Lane. The difference is one of atmosphere, of official emphasis on learning not on behaviour. In a place of intellect, intellectual (rather than social) crimes are the greater offense.

Classroom attitude of teachers. This is a touchy matter, one of feeling and tone, and I find it difficult to make suggestions that will not be offensive. But there is one thing that I think hurts the learning experience at Lane. I fear that the faculty more often than not mistakes disagreement for disrespect. The result is that disagreement, argument, and ultimately doubt, are not tolerated. The student passively takes in and dutifully memorizes what he needs in order to pass. But remembering is not learning. The give and take between teacher and pupil, the worrying of an idea, like a bone, between them—at present this seems to be unthinkable. I know of cases in which students who have received grades of 95 and 100 on all exams and papers have received B's as a final grade because they spoke up in class, disagreed with the teacher. (I can document this, if Lane wishes; but it is widespread enough not to be necessary.) The very sad thing is that by the time these students become seniors, their attitude toward their instructors- and toward learning—verges on cynicism. This is a shame. There are bright students here, and some fine teachers—somehow they are not effectively using each other.

Faculty-Student relations. One of the advantages of a small school—perhaps the greatest advantage—is the opportunity for close contact between the faculty and the student body. One learns more from a friend. At Lane, I am very sorry to say, the relations between the students and faculty are poor. They are smothered in formality, in respect, and sometimes in mutual dislike. I do not know, practically speaking, what to do about this. Perhaps removal of the faculty table in the dining hall would help. I learned more at lunch every day eating with faculty members, and sometimes playing baseball with them afterwards or going to a movie—than I did in all my long hours in classrooms.

The [illegible]. I think Lane is overdoing it. Regulating dating, the number of minutes one may spend on the phone, where one is spending one's time, with whom, how—it all becomes too oppressive, too pervasive, too controlling. One expects free inquiry in intellectual matters (hopefully), yet stifles the emotional and social and daily lives of the students. Treated as children (and in all honesty, there are few prep schools with rules quite so demanding as these), the students will invariable act like children. They are adults. And on the whole very nice ones, with about the best manners I have ever seen. I don't think there is so very much to worry about.

Academic standards. I am more worried by this than by anything. I have seen (by rummaging through Mr. Choi's desk) the official test results. As I am sure you know, they could not be more discouraging. I am afraid that Lane is failing its students, when the majority do no better than virtual random-scoring, as seniors, on multiple choice tests. While I said that it was excellent that Lane allows each teacher the freedom to make up his own material, this freedom is being abused. I recommend that there be at least departmental syllabuses that students be held responsible for. This could well lead to an important comprehensive exam in senior year. For example, the English department. Frankly, this department is just not doing its job as it should or could. The students are not able to read or write clearly when they leave here. This effects t here ability to think through a problem, or express their ideas. Their reading in literature is haphazard. Out of nearly fifty students I have taught, only five of them had read Shakespeare. And the choice of Shakespeare was poor. No one had read Melville or Faulkner, the country's greatest novelists. Ellison, Baldwin, Richard Wright are neither read nor discussed. The textbook is a conglomeration of snippets and half-stories from the whole world of literature. I pick out English for criticism because it is the one field

I feel competent to judge, and because it is so terribly important. If there were a syllabus of, say, fifty books--Shakespeare and Faulkner and Joyce and Sophocles and Dostyevski(as well as Milton and Spenser, etc)and if each English major knew they would be thoroughly tested as seniors on these books--then the departmental requirements would balance the laudable freedom that the individual teachers now exercise. This could be done for each major at Lane.

But the greater problem of the academic standards involves the curriculum. I realize Lane's difficult problems: the school is caught between its desire to be an academic institution and its desire to provide jobs for its graduates. The changes taking place outside the college should help to resolve Lane's dilemma. In the past, the college has veered toward the vocational. To tell the truth, Lane has been, until now, a teacher-training college, not an academic place of learning. 80% of its graduates have gone into education. I think that this pattern will change, that more and more opportunities will open up for Lane's graduates in more and more diverse fields. Lane has the opportunity to be what I suspect it has always wanted to be: a place of learning as much as a place of training. I would offer the following recommendations.

In the first instance, retrench, draw back. In the areas where the school is weak, it would be better to drop instruction. The remedial work is vital. Ideally, I think the whole Freshman year should be devoted to remedial work in English and mathematics, nothing else. Fringe courses, such as home economics, etc., should be dropped. Majors should be consolidated: All courses in communications, speech, and drama should be worked into the English Major.

Physical Education and Health should be dropped as a major. I would be against offering electives in this field as well. There just isn't enough time to do the necessary remedial work and offer courses like these.

I would take a long, hard look at education. Shocking as it sounds, I would even consider dropping it as a major (my guess is that in fifteen years the college will be forced to do so). I firmly believe that students are wasting their time in such courses as Education 200, 214, 202--Health 160, 161, etc. Students cannot read or write or speak effectively, yet they are spending valuable hours on learning how to organize games and work motion picture projectors. I know this may be required for the teaching credential. But things--once again--are changing. I hope that increasingly Lane will be sending people to graduate school. It does not matter what one has majored in, in order to get into graduate education. If one wants to teach, for example, in California--one simply goes for one year to graduate school to obtain the credential. This is increasingly the pattern in state education. Conversely, any student who majors in education at Lane will not be admitted to graduate schools, because their backgrounds are too diverse. Now I realize education will not be dropped here, but I think a good deal of paring away needs to be done within the major. Otherwise, Lane should make up its mind to be a teaching college.

Ideally, then, Freshman year would be devoted to remedial work in English and Math. The only majors would be English, the Languages, History, Biology, Chemistry, Mathematics, Music, and Social-Sciences.(Under this last major would be grouped sociology, psychology, and religion). I have dropped, Business education, Education, Physical Education, Religion, and Speech and Drama, as separate majors.

I realize this would make Lane over from a teacher-training college into a liberal arts college with a small cluster of majors to choose from. At some

point (and, as I said, I think that point will fall this side of 1979) Lane will be forced to make that choice. It just cannot continue trying to combine both features, spreading itself thin with two or three people in one class, and thirty or forty in another. My own hope is that Lane will aim to place its students in graduate school--ie., that it will become a liberal arts college. But I can understand why it should decide to swing more emphatically toward teacher-training. In any case, the choice must be made.

The Grading System This is just a personal prejudice, but I find that I can grade much more fairly on a scale of 60 to 100 than on one from F to A.

Administration. The lines of control and responsibility do not seem clearly marked. I strongly recommend that the duties of the Dean, the Registrar, etc., be spelled out on paper and adhered to in practice. Once again, to be frank, this means not only more assertiveness from those in the lower echelons, more firmness in making decisions and accepting responsibility, but also the willingness to let these decisions run their course, on the part of those in the higher positions. As it is now, to get a decision on, say, hanging paintings in the library, means three or four separate decisions. Ultimately, I am sure, all these matters pile up on the desk of President Kirkendoll, which must over-burden him tremendously. No one, at present, seems clear as to what his duties and responsibilities are and how much authority he actually has. To think these things out, and to write them down, would make Lane's administration enormously more efficient and--am I not right?--happier.

Financial priorities. As I understand it, Lane intends to build, first a Union, and then a gymnasium. Both of these buildings are badly needed, I would be the first to agree. But there are other things even more vital. Above all, I think of faculty salaries. It is not necessary to say that, though there are many exceptions, Lane does need to attract better, younger, more thoroughly trained teachers. It cannot do so unless it can find the means to pay them more. Secondly, I would hate to see any bright student who wanted to attend Lane turned away because there were not enough funds to offer him a scholarship--especially if the money had been used up in construction. I know it is hard to obtain funds for salaries and scholarships and that the government (I think mistakenly) is more free with money for contruction. But the Ford Foundation, and others, have their priorities in better balance: if Lane showed the eagerness to raise funds for salaries that it does to raise buildings, it might have better luck in catching the eye of these groups. In our hearts we know that a good group of students, a fine faculty, and a library, make up the living college. In the long run it does not matter if they gather to read and discuss in tents on a field--though I certainly agree an air-conditioned office would be better!

Visiting programs. I do think Lane should have prepared some sort of orientation program for us, and I hope it will do so for your guests in the future. In some instances --for instance about books--I think we were rather misled, and this hurt our teaching in the first weeks.

I hope you will accept these suggestions in the spirit, the respectful spirit, in which I offer them. Some are practical--the library stacks, the comprehensive exam--and could be quickly put into effect. Some are impractical and deal only in attitudes and atmosphere. But all of them are offered out of my concern for Lane and my great, high hopes for her success.

Leslie Epstein

DOMINIC SODA - S. I. at Bishop College

Dr. McKinney - consultant

. . . . S.T.P.

REPORT ON THE SOUTHERN TEACHING PROGRAM
AT BISHOP COLLEGE, DALLAS, TEXAS

I. Teaching responsibilities:

I taught two mathematics courses, one in the regular program (modern algebra for Juniors and Seniors) and one in a remedial program (basic mathematics) for entering Freshmen. The regular course met about one hour daily, and the remedial one, four hours daily, thus making a total of twenty-five hours of teaching weekly. I also spent four to six hours a week in the evenings supervising the study period which was compulsory for the incoming Freshmen.

There was no text for the algebra course: the students (2 Juniors, 1 Senior) were at about a grade 12 high school level in mathematics, and I could not find any textbook suitable for their needs. In the remedial program, although the book Fundamentals of Mathematics by T. Evans (Emory) was recommended, I used it very little. Here again, it is very difficult to find a text suitable to the needs of students entering college who are at a grade 8 level in mathematics.

The teaching conditions in the remedial program were largely satisfactory. However, the five to seven-hour working day was long and tiring; the solution to this problem is more teachers, a longer duration of the course (say, ten weeks) and shorter working day.

II. Extracurricular Activities:

My wife participated in a noontime performance of readings from Shakespeare, which the students enjoyed. She also directed a public reading of a one-act play given by some of the pre-college students. The cast enjoyed this enough to think and plan for more drama work in the fall. (In the previous four years it hadn't been possible to find enough interested students to present plays regularly during the school year; students refuse to do non-credit work. My wife feels that active participation in drama is of definite therapeutic value to these students, and should be considered as part of the program.)

III. I participated in the program because I believed that the work needed doing and that it was up to people like me to do it.

The simplicity of organization and directness of the program was particularly appealing.

To begin with we had very little idea what to expect. Here are a few oberservations:

1. I was told to expect resentment on the part of the regular instructors. I was not convinced that there would be very much of it. There was deep resentment and fear on the part of the mathematics and science people. (Some feared that I was after their job - they probably heard that I was offered a permanent post.) I tood this personally - as a consequence there was almost no communication after the first day.

2. I expected that the courses would be better organized and that texts would be readily available.

3. I expected Dallas to be an integrated city but found that Bishop College and the negro community were largely isolated from the rest of Dallas.

4. I expected sluggish, uninterested students but found many eager, sophisticated and vigorous ones, especially among the entering freshmen.

IV. The major satisfaction of the summer came from teaching responsive students and seeing some of them make significant progress. (About 10 out of 24.)

My experience this summer heightened my interest in teaching and teaching methods. It made me wonder about the role of mathematics in the school curriculum at all levels, In particular, I wonder what can be done to make mathematics more interesting and exciting for the students.

This was the first time in our lives that we met and got to known some negro people. In the words of Ellison they were all " invisible " to us when we arrived. We had trouble remembering their names and distinguishing among them , they were all negroes not men and women. Once their blackness lost its strangeness we were able to see the people around us as individuals. It was even easier for our three-year-old daughter, she didn't notice any difference between herself and her negro playmates. (She is a very outspoken child.)

V. Frustrations and Problems

1.Students

The students were generally ten to twenty minutes late for class. The pre-college group attended class regularly but the regular students missed a large number of classes. In the small class that I taught, these absences virtually cut the work week in half. The regular students did their assignments in a lazy manner doing just the parts that required little thought. The verbal background of all the students was unusually weak. Many of the students I met needed remedial work in English - even the juniors and seniors.

2.Faculty

It was distressing to observe the poor qualifications of some members of the faculty. On the whole the faculty is not a power at Bishop.

3.Administration

The president attempts to control all aspects of student and faculty life. No open criticism of any sort is allowed, in fact there is no forum for such criticism. The president heads an unusually large and ingrown administration and delegates very little authority to it.

4.The White Community

The ~~planned~~ segregation of Dallas was a frustrating and insulting experience. No matter what we planned to do with negrofriends we always had to inquire in advance whether negroes were allowed to do this or that. Even so simple a thing as taking a child to the supermarket brought many 'stares' and sneers.

5.The Negro Community

We had very little contact with the negro community outside of the college.

6.Teaching

The major difficulty in teaching arose from the non-homogeniety of the classes. This could easily have been avoided by more careful placement of the students. In the report written for Bishop College the mathematics instructors have outlined a more effective placement scheme.

VI. In teaching remedial mathematics it is absolutely essential that the teacher be capable enough to teach and organize a course without following a text. Generally speaking, a suitable text for these students coming to college with such poor backgrounds does not exist. People with some teaching or tutoring experience would be most desirable.

And.....no segregationists, please!

VII. I did not attend the orientation program in New Haven. However, I feel that a week of orientation at the particular college would be much more effective : indeed, it is absolutely necessary.

VIII. Some of my students realized (apparently for the first time) that mathematics is reasonable and logical. They discovered that one could actually "figure it out". Six weeks of fairly intensive work was also a new experience for many of these students, the majority of whom came from poor school systems. The work seemed to have a therapeutic effect on some of them. By and large they believed that they had made progress and were proud of their accomplishments. It must be mentionned that for most of these students, it was the first time that they were taught by a white teacher or got to know (even slightly) a white person.

As for the college, the program helped to prepare the Freshman class by bringing them up to an approximate college level. It may also force an improvement in the Freshman and general program of the college. The summer program brought many students and members of the administration in contact with idealistic, white college students, probably for the first time. These contacts led to inevitable conflicts, but none were very serious, and I think, both sides profited from them.

IX. I definitely think that the summer program should be repeated next year. Particular suggestion for modifications can be found in the report submitted by the mathematics instructors.

X. I have and would consider teaching in a predominantly negro college for a year or more. Whether I would or not would depend on which college. I want to spend as much time as possible on

research, at least half-time. This just would not be possible with the heavy teaching load that I would have, for instance, at Bishop College. For this reason, I would not recommend a full year at Bishop for a mathematics graduate student who, at this stage of his career must concentrate on research. Bishop, however, has no need for a research mathematician. The type of teaching necessary here would be of great value to someone in the MAT program, or to someone who has just terminated a regular Masters program. The Southern Teaching Program might also consider sending a contingent of students and professors in one field to a particular school: this would be an enriching experience for all concerned. Retired, but still active professors might also consider this teaching an exciting and profitable venture.

Dominic Fodi
Math. Dept.
Washington University
St. Louis, Mo.

George Herr

Herr Report On Bishop College

No Comment

Summer Program

There were 4 students from the STP at Bishop from June 12 to Aug. 21. They, along with 6 students from Emory University and 2 Dallas high school teachers comprised the faculty of the "Remedial and Enrichment Program for Incoming Freshmen." This program was devised by Dr. Cretinin at Emory University to try and raise the standards of the new freshmen.

The original teaching load was to be 4 hours a day 6 days a week plus a 2 hour supervised study period. This was a violation of the contracted 20 hours a week although there were no complaints. After a week Saturday classes were omitted.

There were 6 math teachers and 6 english teachers. English was taught by two philosophy graduate students from Yale and math by a PHD and a medical student from Yale.

Everyone was provided with a room

in the ~~faculty~~ faculty apartments which were very nice and air conditioned. Meals were provided in the college dining hall. There were no major complaints about the general physical plant.

The teachers were not under any direct academic supervision. Meetings were held once a week with Dr. Kight, who was in charge of the program at Bishop, to discuss any problems or suggestions the teachers might have.

The biggest single complaint about the summer would probably be the lack of organization. This began with the Emory people who had already chosen the texts and materials for the courses but who had not communicated with any of the other teachers. The Emory people also received $1000 for doing the same work that the STP people did. The rules and organization of the administration were rather fexible and

the teachers were never given a really adequate explanation of the operational aspects of the college.

With a 22 hour teaching load and homework to grade, the summer teachers did not find too much free time. The students were on a strict 10-12 hour schedule and thus there was not much chance to make contact with them outside of class. Special help classes were arranged by most of the teachers but outside of this there was not much extra-curricular activity on the part of the teachers.

None of the winter faculty was present so that it was not possible to talk with them. In general the college seemed to be working under the plans submitted by Dr. Coleman at Emory. They would probably be more susceptible to help from the STP and Northern universities after this year's experiences.

2 Reports made by the summer teachers will be forwarded when they become available

Suggestions for the STP

1. The future summer programs at Bishops will be a somewhat expanded version of the remedial program given this summer. Hopefully it will be better organized. Even so future teachers should be chosen on the basis of their qualifications for remedial work. The average college graduate has been removed too long from courses at the grade and high school level to be an effective teacher to the more poorly prepared students. The administration at Bishops is greatly concerned with personal appearances and mature looks. One comment heard many times this summer was "we were expecting someone older." An attempt should be made to pick individuals who will be able to dissuade this type of comment.

2. A short orientation program run by this years teachers for the next years would be helpful. Perhaps also a discussion of remedial teaching problems and methods with people

who were in more organized programs this summer.

3. Experience with the Emory people this summer showed that good salaries do not necessarily guarantee good or even interested people. Things are a little tight for most people on $50 a week so a small increase might attract more and better people especially in math and science.

4. Considerable progress was made with some of the brighter and better prepared students, however there seem to be no courses or teachers to carry on at the level which was achieved in the summer. To help raise the standards of the college the STP should be expanded into a full year activity.

5. Some of the students (mostly girls) were capable of going to much better schools either in the North or South. There should be a coordinator in the STP who would be able to handle the problems connected with transfers, scholarships, etc. If it could be arranged STP teachers should be able to get qualified students into better schools for the fall semester. Many

of the parents would be reluctant to send the students far from home so in many cases it would be necessary to consider only southern schools in the area, thus there must be a good liaison with the southern schools.

6. Bishop seems quite ready to hire anyone whom they feel has the right qualifications. The chairmanship of the math department was offered to Dr. Soda of Yale and a teaching job to Mr. Kaplan also of Yale. It is likely that the STP would be able to assist Bishop in finding people either for a year or longer term positions.

Report On Bishop College

Summer Program

There were 4 students from the STP at Bishop from June 12 to Aug. 21. They, along with 6 students from Emory University and 2 Dallas high school teachers comprised the faculty of the "Remedial and Enrichment Program for Incoming Freshmen." This program was devised by Dr. Cutinian at Emory University to try and raise the standards of the new freshmen.

The original teaching load was to be 4 hours a day 6 days a week plus a 2 hour supervised study period. This was a violation of the contracted 20 hours a week although there were no complaints. After a week Saturday classes were omitted.

There were 6 math teachers and 6 english teachers. English was taught by two philosophy graduate students from Yale and math by a PHD and a medical student from Yale.

Everyone was provided with a room

in the faculty apartments which were very nice and air conditioned. Meals were provided in the college dining hall. There were no major complaints about the general physical plant.

The teachers were not under any direct academic supervision. Meetings were held once a week with Dr. Kight, who was in charge of the program at Bishop, to discuss any problems or suggestions the teachers might have.

The biggest single complaint about the summer would probably be the lack of organization. This began with the Emory people who had already chosen the texts and materials for the courses but who had not communicated with any of the other teachers. The Emory people also received $1000 for doing the same work that the STP people did. The rules and organization of the administration were rather flexible and

the teachers were never given a really adequate explanation of the operational aspects of the college.

With a 22 hour teaching load and homework to grade, the summer teachers did not find too much free time. The students were on a strict 10-12 hour schedule and thus there was not much chance to make contact with them outside of class. Special help classes were arranged by most of the teachers but outside of this there was not much extra-curricular activity on the part of the teachers.

None of the winter faculty was present so that it was not possible to talk with them. In general the college seemed to be working under the plans submitted by Dr. Coleman at Emory. They would probably be more susceptible to help from the STP and Northern universities after this year's experiences.

2 Reports made by the summer teachers will be forwarded when they become available.

Suggestions for the STP

1. The future summer programs at Bishops will be a somewhat expanded version of the remedial program given this summer. Hopefully it will be better organized. Even so future teachers should be chosen on the basis of their qualifications for remedial work. The average college graduate has been removed too long from courses at the grade and high school level to be an effective teacher to the more poorly prepared students. The administration at Bishops is greatly concerned with personal appearances and mature looks. One comment heard many times this summer was "we were expecting someone older." An attempt should be made to pick individuals who will be able to disuade this type of comment.

2. A short orientation program run by this years teachers for the next years would be helpful. Perhaps also a discussion of remedial teaching problems and methods with people

who were in more organized programs this summer.

3. Experience with the Emory people this summer showed that good salaries do not necessarily guarantee good or even interested people. Things are a little tight for most people on $50 a week so a small increase might attract more and better people especially in math and science.

4. Considerable progress was made with some of the brighter and better prepared students, however there seem to be no courses or teachers to carry on at the level which was achieved in the summer. To help raise the standards of the college the STP should be expanded into a full year activity.

5. Some of the students (mostly girls) were capable of going to much better schools either in the North or South. There should be a coordinator in the STP who would be able to handle the problems connected with transfers, scholarships, etc. If it could be arranged STP teachers should be able to get qualified students into better schools for the full semester. Many

of the parents would be reluctant to send the students far from home so in many cases it would be necessary to consider only southern schools in the area, thus there must be a good liaison with the southern schools.

6. Bishop seems quite ready to hire anyone whom they feel has the right qualifications. The chairmanship of the math department was offered to Dr. Soda of Yale and a teaching job to Mr. Kupsam also of Yale. It is likely that the STP would be able to assist Bishop in finding people either for a year or longer term positions.

PETER J. O'CONNELL - S. I. at Bethune-Cookman College

Prof. Killian - consultant

Questionnaire for Southern Teaching Program Instructors

I. Teaching Responsibilities

I was an instructor at Bethune-Cookman College, Daytona Beach, Florida. I taught three courses. One was a course in contemporary literature. I taught my portion of it for one hour a day five days a week for six weeks. This course was a regular summer school course. The students were college sophomores and seniors. Paperback editions of the works discussed were used.

My other two courses were in a special study skills program for high school juniors and seniors. One was a course in English composition that I taught for one hour a day five days a week for four weeks. The text English Made Simple was used. My third course was a humanities survey. My portion of it met for one hour a day three days a week for four weeks. The course consisted of varied lectures and, consequently, no text was used.

My work was not subject to supervision as such once I had drawn up my general plan of approach. Conditions were generally satisfactory except in the matter of books. The college bookstore did not stock separate paperback editions of the books I wanted used. The college generally operates on what is to me an unsatisfactory principle: viz. use of hardcover anthologies. I much prefer the separate paperbacks principle. The students in my contemporary literature course had to go to several bookstores and libraries (the college library is inadequate) before they could obtain copies of some of the works assigned. Sometimes my own copies had to be used. I also feel that some text should have been used in the humanities survey lecture series.

II. Extracurricular Activities

I participated in discussion groups concerned with education and civil rights, particularly ways of improving and advancing Negro education.

III. I had three reasons for participating in this program:

1. I wanted to do something direct for the cause of civil rights.
2. I wanted to gain teaching experience and earn some necessary money at the same time.
3. I wanted to learn something about the Negro community and the South and observe regions other than those that I had previously experienced.

I had expected that there would be much civil rights activity per se, e.g. picketing, sit-ins, voter registration, etc. There was none of this type of activity. There was also none of the violent white reaction that I had feared. The activities of the Bethune-Cookman group were quiet, educational, and social ones.

IV. The major satisfaction of the summer was in getting to know some wonderful people. I learned from them, I know, and I believe they also learned from me. It was satisfying to demonstrate that the Negro is not alone in his struggle for freedom and equality. The summer was also of great value because it gave me actual experience in preparing and teaching courses. Since I plan to enter college teaching in the fields of English and American Civilization, this experience was, of course, extremely worthwhile simply from a professional point of view.

V. My major frustrations revolved about the inaccessibility of necessary materials, particularly key books. There were for me few teaching or social problems that arose involving students, faculty members, administrators, or the local community. I did, however, have a problem concerning plagiarism with one student. Our group had virtually no contact with the local white community.

VI. Future teachers in this program should have flexibility, good humor, and patience.

VII. I did not attend the orientation meeting in New Haven. I understand, however, that little of particular note was accomplished there. Orientation programs should simply emphasize to the prospective instructors that the academic background of their students is likely to be inadequate by Northern standards and that arrangements should be made accordingly.

VIII. This program allowed Bethune-Cookman to offer courses and special attention to students that it would not otherwise have been able to offer this summer. The Bethune-Cookman group, I feel, helped students to find ways to improve and advance themselves educationally at Bethune-Cookman and in graduate and professional schools (which we discussed with them). It gave the Bethune-Cookman students an experience of different educational methods and points of view. It also demonstrated to them that the Negro does not stand alone in his struggle for freedom and equality.

IX. I think this program should be repeated next summer on a much larger scale. In order to increase the number and variety of volunteers, the program should be expanded to many other colleges throughout the country in addition to Yale. It might also be desirable to offer a slightly larger salary.

X. I would consider teaching at a predominantly Negro college for a year or more. I would recommend this type of position to friends since it is a wonderful educational experience in every way.

Peter J. O'Connell
7 Whitin Avenue
Whitinsville, Mass.

Footnote: The Bethune-Cookman group lived in a lodge for unmarried faculty. Each individual had his own room, men on one floor and women on another. These living arrangements were quite satisfactory.

Evaluation of Southern Teaching Program

Bethune-Cookman College, Daytona Beach, Florida

Future Programs

A. 1. Bethune-Cookman would be very eager to have a future summer teaching program like the present one. There would be no particular problems in such a program.

2. Bethune-Cookman would in ~~part~~ FACT like to see an expansion of the present program in order to obtain teachers for new honors and remedial programs.

3. Bethune-Cookman could absorb about ten Northern teachers. Teachers are needed in all fields, but particularly in English, mathematics, chemistry, biology, physics, sociology, history, foreign languages, and business. Minimum qualification for these teachers would be the M.A. or its equivalent. Money is in short supply at Bethune-Cookman. Teachers under this program could not be paid more than $4500.00 a year without considerable help from outside sources.

4. Short-term visits by professors from Yale and other schools for lectures, seminars, etc. in business, sociology, political science, philosophy, American history, foreign affairs, medicine, and education would be appealing to Bethune-Cookman and could be begun in 1964-1965 by contacting the Cultural Activities Committee of the college.

5. There is great interest among undergraduates in Negro colleges about graduate schools in the North. This great interest is accompanied by a great lack of information about programs of study and financial aid. Representatives from Northern schools coming South for speeches and interviews would be very welcome and would provide many needed services.

6. About three teachers at Bethune-Cookman would be qualified to teach at a place like Yale. Many others would be qualified for and interested in studying at Yale for an advanced degree. Many would even be willing to spend a year at Yale without formal credit. Many would also want to come to Yale as post-doctoral Visiting Fellows.

B. Massive financial aid from foundations, universities, and other outside sources would be necessary to make the above programs succeed. Bethune-Cookman does not have a sabbatical program.

C. Such programs should be administered by an organization

of students, professors, foundation officials, college administrators, and interested persons from all over the country. The headquarters of this organization should, however, be located at Yale. The programs should be conducted by one organization as much as possible.

D. At the present time it would be best to concentrate on expanding the present and proposed programs rather than in creating new ones. It might, however, be useful to consider a "big brother-little brother" type of arrangement in which a prominent Northern school "adopts" a Southern Negro college and concentrates on rapport with it through exchanges of information, students, faculty, administrators, and speakers. The large school might also work some arrangements to help improve the library services and book supplies of the smaller school.

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Administration of the Southern Teaching Program

Additional comments with respect to how the program might be organized and governed in the future:

1. The program should consider applications from undergraduates. Many undergraduates are sufficiently qualified and mature enough to accept teaching responsibilities. Medical students could be used effectively in teaching biology and chemistry. Theology students could be used effectively to teach philosophy. It is probably not necessary to demand special qualifications from those candidates who might be interested in doing remedial work in the teaching of mathematics and English. An exception to this position relates to those teaching remedial reading. Such persons should be trained beforehand in the operation of the machines involved in such work. Participating colleges should certainly be given some choice as to the final selection of teachers for their institutions.

2. Orientation meetings at the participating colleges should inform faculty members and administrators of the exact nature of the Southern Teaching Program. Many persons at Bethune-Cookman College, for example, mistakenly believed that Southern Teaching Program instructors were doing intern work for credit. On the other hand, the Southern Teaching Program should not be portrayed in a "missionary to the heathen" light.

3. Participants in the Southern Teaching Program need the privacy of their own quarters. Close contact with students can be arranged by inviting them to functions at the faculty quarters. Participants should not, however, live far from campus.

4. The Southern Teaching Program should suggest, though it can hardly "stipulate," that participating institutions should arrange for faculty members to attend universities or summer institutes in the North. Southern Teaching Program participants are qualified to replace these teachers. The teachers themselves do need further study.

5. Many graduate students would be willing to teach for a year in Negro institutions. ~~A third~~ Some would not care to "lose" so much time, though. The Negro colleges who are interested in hiring graduate students should advise teacher placement offices themselves.

6. Negro institutions other than those participating in the Southern Teaching Program this summer should be considered for future summers. Southern white schools should be offered the opportunity to participate in the program. They should, however, be fully informed of the complete nature of the program.

7. The Yale name is of great help in promoting the aims of the program and should be maximized as much as possible. Other

schools, particularly the Ivy League, Seven Sisters, and Big Ten, should be encouraged to participate as fully as possible in addition.

8. The Negro colleges should be encouraged vigorously to abandon the closed stack library systems and their prejudices against extensive use of paperbacks. A campaign should be organized to provide used books to be sold by student councils directly to students. All schools should be encouraged to establish book stores or book rooms where students may browse through books and be urged to start their own private libraries. The importance of this situation cannot be overemphasized. Foundation funds definitely should be designated for defraying book purchase and teaching expenses rather than building expenses. Their foundations in general should dispense their aid more generously, more intelligently, and more fairly. Bethune-Cookman College felt it was not receiving foundation aid commensurate with its efforts at self-improvement. Negro colleges also, it should be added, need aid for the organization of their libraries along lines acceptable to modern library science. Many more contemporary publications of note in the fields of the humanities and of politics should be available on the Negro campus. Particularly desirable are "controversial" publications such as Dissent, Nation, New Republic, National Review, etc. "Controversial" speakers such as William Buckley, George Wallace, Robert Welch, Gus Hall should also be brought to the Negro campus more frequently than they are at present. Curiously enough, Negro colleges seem to have a prejudice against "liberal" publications and "conservative" speakers. More emphasis, for the sake of stimulating thought, should therefore be placed on obtaining such "liberal" publications and "conservative" speakers. In this way all points of view could be presented fairly.

9. There is an atmosphere of excessive sentimentality and religiosity prevailing at some Negro institutions, e.g. Bethune-Cookman College. This atmosphere should be diluted as it is deleterious to the highest levels of academic achievement. Publications and speakers dealing with the "New Morality" would be of use in this endeavor.

10. The social and academic freedom of students is limited at some Negro institutions, e.g. Bethune-Cookman College. The administrations of such institutions should be encouraged to lift overly strict regulations pertaining to evening curfews and limited off-campus hours. Such encouragement should come from more liberal college administrations. The students at such institutions should be encouraged by student organizations at other institutions to press for more freedom. In some cases investigations by the appropriate committee of the American Association of University Professors might be desirable.

11. Graduate schools and professional schools of the North should actively recruit on Negro campuses. They should also establish "advanced remedial" programs for students accepted

from such institutions. The Southern Teaching Program should be made a central agency of contact for teachers from the North who are "floating around" in the South. The Southern Teaching Program should, if possible, draw up tables of "discount rates" for various subjects at various colleges and make them confidentially available to Northern graduate and professional schools. Some special attention should be given to talented African, Asian, and Latin American students who are often "stranded" in American Negro schools.

12. The Southern Teaching Program should maintain an attitude of humility. It is, after all, merely offering a service that sovereign educational institutions may or may not accept. It should concentrate on improving students and encouraging the administrations to improve themselves. It should criticize existing structures ~~which~~ where continue to operate within them. Reports on the "power structure" of participating institutinns should be drawn up for confidential use by members of the program. Vigorous reports on the conclusions, both general and specific, of all the Southern Teaching Program members should be sent to the participating colleges and should be followed up by visits from such personages as foundation officials.

13. The academic freedom and tenure situation at Negro colleges is often not desirable from the faculty point of view. The American Association of University Professors might be encouraged to investigate the general situation and prepare a comprehensive report. Trustees, deans, and presidents have too much power. There needs to be more vigorous faculty participation in institutional government.

14. A book on the subject of the future of the predominantly Negro college in a racially-integrated American society should be commisioned on the basis of reports by and interviews of Southern Teaching Program participants and the sociologists who evaluated them. The reports of the sociologists should, incidentally, be made available to the participants. The program should be publicized through national media of communication. There should also be reunions arranged for the participants in the program.

Peter J. O'Connell
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SUSAN OAKMAN - S. I. at Bethune-Cookman College

Prof. Killian - consultant

Susan Oakman file S.T. Prog. - Yale Bethune- Cookman College

I. Teaching Responsibilities: "Questionnaire Returns"

I taught in both the regular summer program and in their Study Skills Program for high school seniors. My college teaching assignment was as follows:

College Mathematics 131&132	8:30-10:00
Trigonometry 136	1:30-3:00
College Algebra 133	1:30-3:00
High School Seniors	7:30-8:30

I taught five days a week, making a total of 20 hours of teaching per week.

The 1:30-3:00 class was organized as a workshop and I was supposed to teach both trig and algebra in the same room at the same time. I ended up by teaching each class only 45 minutes. While I lectured to one group the others would be working at the board or in their seats. This was a very unsatisfactory arrangement because I actually only had three weeks teaching time for each class. I would suggest holding each class at a separate time for a 1 1/2 hour period. Although both classes had texts which were used during the winter session, I had the trig students use their books as a supplement to my lecture notes. However, I followed the college algebra text.

The fundamental math classes were organized in the same way, that is both sections were to be taught by me at the same time in the same room. In this class I gave the same lesson to both sections, reasoning that both sections would benefit. The math 131 students would learn some of the topics covered in the later math course, and the math 132 people would receive a review of the topics covered earlier in addition to the more advanced topics. This proved to be the only way of handling the two classes as most of the students were repeaters, and for me to begin with the later topics would have been disasterous. I wish the classes were smaller because almost all needed individual attention, but the size of the class made this impossible. Most of the students had a copy of the text, the same one which was used in the winter session. I had the class use their text more for problem sets and held them responsible for my lectures.

In the study skills program some of the students wanted remedial work, others were enrolled for accelerated work in mathematics. There was no text, and I lectured to them on two topics---a new approach to their old geometry; an introduction to trigonometry. I feel this study skills program is a good one, but could be more effective if the students were required to elect fewer courses. The high school seniors had five hours of class each day: mathematics, science, reading, English composition, and humanities; consequently they were burdened with work and came to class dragging their heels. (of course they partied too!)

I was introduced to my "supervisor", but he never observed me. Actually I doubt whether he had time---he was teaching about six hours a day and had a full time job!

II. Extracurricular Activities:

After teaching and office hours, a group of us would often go down to the beach and sing folk songs. In the evenings I sometimes played tennis or cards with my students. We organized a folk-sing for the high school students, little interest in the beginning but once the singing began all enjoyed themselves. The four of us gave a panel show for one of the assembly programs. Each summer BCC has an annual beach party. I went along but unfortunately it rained a good deal of the time and we ended up by eating our lunches on the bus.

III. Reasons for Application:

A love for teaching and a desire to be useful were my motives for applying to this program. I enjoy teaching (I am presently enrolled in Wesleyan's M.A.T. program) and thought that this was an ideal way for me to have the opportunity to teach during the summer. But the Civil Rights issues and my desire to assist the Negro in his strive for freedom was the stronger motive. I originally had planned to work in a tutorial in Chicago, but these plans fell through, and this program seemed to be a good possibility.

If I had not been forewarned about the inadequate preparation of the students, I would have been more shocked than I was. Imagine college students who can not add 7+4. I had not expected to teach five courses, nor did I think I would be teaching in the study skills program. I was prepared for confusion and incompetence on the part of the administration and this became quite apparent the longer one stayed there. I had not expected the students to receive us so warmly and this indeed was a pleasant surprise.

IV. Major Satisfactions:

One of my major satisfactions was in being able to have the students talk with me, honestly and frankly both in and out of the classroom. It was certainly a good feeling to know that they realized that I treated tehm as individuals and not as Negroes. This led to close friendships and many enjoyable times. In the role as a teacher I was pleased when students came up to me and said that they had actually enjoyed that math and could understand it for the first time. This certainly encouraged me to be a teacher and a dedicated one.

V. Major Frustrations:

The student's cheating on "take-home exams" and the apathy towards their work were two very upsetting situations. I believe in giving home exams, but students who were failing all along would turn in perfect papers when it was obvious to all that they had cheated. They would admit they had cheated very matter

V. of factly, but continued to do so even after I spoke with each one stressing the values of academic honesty. These students were promptly failed as I had warned them I would do.

Most of the students admitted that they were interested only in the credits and did not care about the subject matter. It was really a shame to see a student take a job in order to get the money to come here, then not have the time nor the ambition to want to study.

Another frustration which prevailed throughout my stay at BCC was the students lack of preparation in his subject matter. I found it unbelievable for a math major to graduate having taken only intermediate calculus. They were so weak in their basic arithmetic skills it was pathethic, and most were not interested in improving them.

With the administration I found myself frequently losing patience with many of their policies. For instance, chapel was required by all, yet they pleaded with us to attend each service. The staff and the administration always seemed to be saying to us, "we are working on that" each time we inquired about the promised fan, phone, or books. But when a picture of Jesus fell the glass breaking in small pieces, someone was summoned that very afternoon to replace the glass and rehang the picture!

The white community did not know we were at BCC. All news about our stay appeared in the section "news and happenings about the colored folks of Jacksonville" and I understand this section of the paper only goes into papers distributed in the Negro neighborhoods. At the commencement exercises some of the white trustees told us they had just found out about our arrival and expressed dismay at this late news. It would have been nice to have visited and talked with these people but time did not permit.

We frequently went out to dinner, the movies, and the beach in mixed groups and no trouble resulted. We did have the police and passenger cars shine their headlights in our faces when we were singing one evening on the beach, but that was all.

Perhaps the lack of communication between the white community and the college could have been lessened if news items appeared in the local papers stating our arrival on the campus and our reasons for being there. This would help eliminate the misconception that this was part of our college degree requirement.

VI. Qualities in Future Teachers:

A future teacher should have both the desire and patience to teach others; the applicant should be able to adjust to new surroundings with ease; the new teacher should also be able to meet new people, carry on conversations, and be able to put his acquaintances at ease; and finally he should be prepared and willing to do more than just teach his courses.

VII. The Orientation Meeting:

The orientation meeting was helpful in gaining impressions, but as far as information no. I think it would be helpful if you asked some of the experienced teachers to relate their experiences and then have a question and answer period.

VIII. Value of the Program:

Not only were the students inspired by our well planned lessons, but they were impressed by our enthusiasm, diligence, and our sincerity. As one of my students told me, "my confidence is restored because you treated me as an individual and not as a Negro.

Our visit helped to foster better relations between the North and the South. I think we helped show the administration what kinds of opportunities we had been exposed to at our various colleges, and the need for BCC to do more for their students. For example ~~in the library~~ Fontaine Belford, one of the southern program teachers, obtained more than five hundred books for their library from her undergraduate college, a kind gesture for which the college was grateful.

IX. Continue the Program:

I definitely feel that the southern teaching program should be continued, Perhaps we could expand this program to include two-way winter visits. Some of the faculty and students at BCC were in favor of this idea.

X. Teaching Permanently in a Negro College:

We were asked by BCC to teach there permanently. I might consider teaching there, but would miss the lack of intellectual atmosphere, would become annoyed with the dictatorial administration, and would have to inquire whether my government loan would also be reduced while I taught in a college.

I have talked with some of my friends about the program, and a few were interested in teaching in a Negro college next summer. Not all my friends would be suitable, I feel, to teach in such a program, for they do not meet the qualifications listed in question VI.

Fontaine Belford did not turn in a standard report. She did make this proposal for a study of the Southern Teaching Program, before she knew that the Southern Regional Council would fill this need. Her proposal may give some indication of her reactions to her summer's experience.

no comment

Bethune - Cookman College
Daytona Beach, Florida
Fontaine Belford

Dear Harriett,

Our first four weeks at Bethune - Cookman College are over and it's hard to believe that there are really only two more weeks to go. The whole experience has been rather amazing - to say the least. The "Peace Corps" mentality is one which all of us adopted early in the program, and it has helped us considerably in combatting the food, heat, bugs and frustration factor (represented primarily by administration red tape, lack of library facilities, inadequately prepared students and so on...) I continue to be impressed by the program itself, and by the possibilities which lie in store for its future. It is in regard to the latter that I write to you. I am so deeply committed to the fact that the most effective way to further integration is through higher education that I feel that a great deal more work needs to done on this question - in terms of reasearch particularly. Therefore what I should like to propose is this. Using as a basis the reports submitted by students participating in the Southern Teaching Program, and supplementing this with ~~xxxxxx~~ research and interviews, I should like to write a report of approximately 150 pages dealing with the following questions. (These are here outlined in very

rough form.) I see the report (book really) as dividing itself into the following sections

I - The Ghetto is Penetrated

being a brief + pungent account of the reactions of fifty-five Eastern graduate students let loose in fourteen Southern Negro College

II - The Ghetto is Built

being an examination of the history of Negro higher education in the U.S., emphasizing particularly the roles for which these institutions intended to prepare their students, + the function which they were designed to perform in both Negro + White society

III - The Ghetto Today -

A - evaluation in terms of objective standards (relying here again on the reactions of S.T.P. teachers - undergirded with research data)

B - appraisal of colleges in terms of their function in contemporary America

- the segregated institution in an integrating society - making the transition

IV - The Walls come Tumbling Down

A - what is being done - S.T.P.
Woodrow Wilson
etc.

evaluation of ways in which efforts are being made to alleviate the problems

B - What can be done -

- where do the most pressing needs lie?
- how can these needs be met?

I realize that its probably very hard to catch hold of what I'm really aiming to do - perhaps, however, this does give you some idea of what I'd like to go about doing. Maybe you have already made plans to have someone do this kind of thing. But if not, what do you think of the idea? What I should like to do is this. As I believe you know, I am taking a year off from school. I would get an apartment in New Haven, + through being on leave + still maintaining my relationship with the University, would have access to libraries, various professors, + so forth. Furthermore I would be able to personally discuss the book with some 95 % of the students who had been involved in the S.T.P. I imagine that a grant of $3500 would be sufficient to pay my expenses, and cover whatever travel was necessary. I have discussed this matter with several professors at the University of Florida who are active in Civil Rights. They suggested that I apply to the Southern Regional Council - via State Human Relations Councils, for the money. As soon as I have heard from you I'll get in touch with them. Where else would you suggest that I apply for money. What about the foundations who have supported us this summer? Please call me + let me know what you think. I don't want to do anything until I've talked all of this over with you. So do call 253-9451, Daytona Beach as soon as you've had a moment to think about this. At this late date time is of the essence. I'll pay you back for the call. Thank you very much, + hoping to hear from you very soon.

Yours,

Fontaine Belford

P.S. If this letter sounds →

code 305

PAGE (s) MISSING

ANN GOODRICH - S.I. at Arkansas A. M. & N College

Dr. Cothran - consultant

Anne Hardrick
Orig ltr. to PH for action. Anne wants to be put on our mailing list

QUESTIONNAIRE FOR SOUTHERN TEACHING PROGRAM INSTRUCTORS

Please first let me ask your forgiveness for this late response to your questionnaire.

I. Teaching Responsibilities:

The summer school at Arkansas A. M. & N. includes the following three programs:

1. nine week -- June 1 - July 31
2. six week -- June 1 - July 10
3. three week -- July 10 - July 31

I was originally assigned one six week course and one nine week course. However, at the end of the six-week session, I was asked to help a professor teach a course during the three week session. Consequently, my schedule required 12 hours per week the first six weeks and 13 1/2 hours per week the final three weeks.

NINE WEEK -- Elementary French -- second semester -- 6 hours per week

The text for the course was Basic Conversational French by Julian Harris and Andre Leveque. As the title indicates, the text is orientated toward the teaching of conversation using the dialogue method. There were four students enrolled in the class: a sophomore, a junior and two seniors.

SIX WEEK -- 17th and 18th Century French Literature

At my request, we ordered no textbook for the course. Rather, we studied poems and texts from essays which I mimeographed for the students, and we read Le Cid by Corneille in its entirety. My three students were juniors and seniors. Two of these students were exceptional. They were required to work extremely hard for the course, and they accepted willingly this responsibility.

THREE WEEK -- Architecture and sculpture as part of a team teaching situation in the freshman orientation Humanities course. -- 7 1/2 hours per week (the entire course was comprised of 15 hours per week)

The textbook was Humanities by Dr. Alexander (the professor with whom I taught). The course itself was quite unrealistic as most of the students were not acquainted with the "humanities". These young 18 year olds, fresh from the very poor public school system of Arkansas were rushed through the art, literature and music created from 3000 B.C.-1900. Rather, they were given a scanty picture of the history of the humanities.

I do feel that the conditions were satisfactory for the teaching of French. However, a far more effective orientation program for the incoming freshmen-- a program in which the freshmen would be taught to read, analyse, and write intelligently -- would be a challenging program which the STP might supervise and sponser.

III.
The STP appealed to me as I was anxious to enter the southern society. Uncertain as to possible solutions for this country's economic and racial problems the STP offered an opportunity to enter the Negro society in the south, and to be a neutral observer of the society as a whole in the south. To have the occasion to teach was also very important to me.

IV.
I would like to mention three "major satisfactions" which this summer of work at Arkansas A. M. & N. offered me: a tenable solution for the internal decadence of this country; second, the satisfaction which some of my students experienced in my courses; third, the kindness and interest which the students showed toward me.

V.
PROBLEM CONCERNING TEACHING
The principle problem for me at Arkansas A. M. & N. was one which can be avoided next year. The difficulty was one of preparation. If the teachers are informed ~~be~~ in advance of the courses they are to teach, they will have the time to ponder over their courses and order books.

PROBLEMS CONCERNING SOCIAL LIFE
Because I lived in a dormitory and ate everyday with the students, I am afraid that my social life evolved to too great an extent around the students. Also, the life in a dormitory did not provide the necessary privacy for study.

ADMINISTRATION PROBLEMS
The one administrative fact which may be a problem at Arkansas A. M. &N. is that it has, at the moment, a policy of inaction in regard to civil rights. This is an important fact for the STP to know, as the school will allow no civil rights action.

VI.
In the selection of future teachers, it would be good to chose those who are well qualified in their subject material and are interested in teaching. These people should also be acquainted with Negro literature and the Negro problem in the south. Also, I feel that these teachers should be people who treat others with respect and gentleness.

VII.
I feel that an orientation meeting at Yale would be valuable if it is possible to have a former teacher from each school present. This teacher could give valuable knowledge to the new teachers.

VIII.
I feel that the STP teachers were invaluable on the human level. Academically, we were valuable also, I believe, for the students needed and do need the rigorous intellectual activity which the STP teachers required.

IX.

Yes, I do strongly feel that the program should be repeated. I feel that it is very important that the teachers should be very knowledgeable concerning the opportunities which society offers the Negro students. (The orientation program could perhaps provide this information) The STP teachers should not only awaken students to graduate school and job opportunities, but he should help the students get applications and aid them in the paper work. In other words, I feel that this possibility for the STP was too slighted this summer. This concern for the future of the students should be a major part of the program.

Concerning the question of a full year program, I believe that that colleges themselves, in consideration of the STP faculty, might hire their own faculty.

X.

Yes, I would certainly consider teaching at a predominately Negro college for a year or more and would recommend this to my friends. Such a position would present the teacher with a great challenge not only as a teacher but as a person. Also, I believe that these colleges are in sore need of good teachers and new blood on their campuses.

Sincerely yours,

Ann M. Goodrich

MEMORANDUM ON VISIT TO TEXAS SOUTHERN UNIVERSITY, HOUSTON

TO: Leslie W. Dunbar
Southern Regional Council

FROM: T. E. McKinney, Jr.
Southern University

1. Introduction

This visit extended from Monday, August 3d through Wednesday, August 5, 1964. At Texas Southern University people actively involved in the Southern Teaching Program have included student instructors, university officials, faculty members, students, and to some extent people in the local community.

The eight student instructors participating in the program were: John P. Basinger, Mathematics; Tom Beauchamp, III, Philosophy; Harriet M. Bograd, Philosophy; Nicholas S. Freud, English; Orm Overland, English; Vincent Rinella, English; Michael Rosen, English, Robert Walker, Mathematics; and Sanford Budick, English. A fatal automobile crash prevented the appearance of two other student instructors who had to be replaced at the last minute by Sanford Budick. He carried a double load of work and was compensated accordingly.

Administrative officials most immediately concerned with the Southern Teaching Program at Texas Southern have included Dr. Samuel N. Nabrit, President of the University and Dean Hadley H. Hartshorn of the College of Arts and Sciences. Dr. John S. Lash, Professor of English, has played an especially important role in directing the program, helping to recruit student instructors, and in assuming responsibility for a considerable amount of administrative detail and planning. Key faculty members participating in the Basic Skills Workshop with the student instructors have included Dr. Dolores Thoms, Director of Guidance and Psychological Testing, and Professor Alvin H. Wardlaw, Chairman of the Department of Mathematics. In addition, Dr. Sophia Nelson and Professor Donald Stokes have worked with the Workshop as specialists in reading and mathematics respectively.

Faculty members and administrative officials not contacted on Monday were interviewed on Tuesday while members of the Basis Skills Workshop made a special field trip to the NASA space center located just outside of Houston. Although a few interviews were

held with students on the first day of the visit to TSU, more extensive interviews and meetings with them occurred on the third day of the visit which was set aside for observing classes.

2. The Report

A. Campus Reaction

The general college community has reacted favorably to the Southern Teaching Program and student instructors associated with it. The President expressed his enthusiasm for the program. He has recommended continuation, expansion, and extension of the program in every way possible to include all levels of education. His recommendations are based upon an awareness of serious need to expand opportunities for education and to improve the quality of instruction in the South.

The student instructors have proven effective. They have been well received by students, administrative officials, and faculty members working with them. In addition, some of them attended local religious services and established contact with people in the local community. Benefits have been considerable

for all. The students involved in the program have been recent high school graduates who were just about to enter college as freshmen. They have received special attention in groups of only eight students. Undoubtedly, this program has helped to raise the aspirational level of the students, to motivate them and stimulate them toward improved scholarship. This program has proven to be of benefit to members of the permanent faculty in that they have received an opportunity to spend more time in supervisory activities and creative thinking. This much needed time would not have been available for them without the assistance of the student instructors.

Student instructors, on the other hand, have not been used in such a way as to displace any of the permanent faculty members during this summer session. Instead, they have provided a means of supplementing and enriching the college program by providing services and benefits which would not have been possible without the type of assistance provided by the Southern Teaching Program.

B. Problems

The few problems arising in the program at Texas Southern have been minor and unique. They relate directly to the nature of the institution and the particular combination of circumstances associated with specific arrangements made for this summer. Problems exist in which further and more detailed planning might help. For example, there has been the question of who should administer the program. At this institution a large part of the success of the program must be attributed to the elaborate, conscientious, and deliberate planning on the part of the university's administrative officials.

Correspondence between Miss Harriet Bograd, Dean Hartshorn, Dr. Lash, and others indicate clearly strong administrative support from the University and a keen desire on the part of the officials for this program to succeed. The program appeared specially tailored to meet the needs of Texas Southern. A sound philosophy of education and a constructive approach among administrative officials have found expression in their willingness to bring a variety of new and experimental programs to the campus. This summer there were on campus

more than 12 institutes, workshops, and other programs designed to to benefit students and provide worthwhile learning opportunities for instructors. On the whole and in general, financial arrangements appeared satisfactory. It may be worthwhile, however, to consider the possibility of increasing salaries to cover transportation costs for the student instructors. This might involve raising salaries received in cash to $75.00 per month with the understanding that room and board would be provided without cost.

C. Foundation Grants

Special grants were made to Texas Southern University by the Duke Endowment and the Rockefeller Foundation to provide salaries and other needs associated with this program. There exist good reasons for requesting the colleges and universities to provide as much as they can either from their own or outside resources toward defraying the expenses of the program. This summer Texas Southern has paid all salaries of the student instructors. But the Southern Teaching Program has provided transportation costs which the University could not provide under the provisions of Texas state law.

D. Publicity

There have been no hitches, emergencies, or serious difficulties in the program. No one has been arrested or fired. All and all it has seemed wise to avoid national publicity until completion of the summer program. It did receive some publicity, however, in the Houston Chronicle. An article entitled, "White Group Helping 25 Prepare For TSU" merits consideration as part of the record. It offers a possible example of how publicity may create misunderstandings among people who are not well informed concerning this type of program. This article appears in the appendix to this memorandum along with other related materials.

E. Educational Cooperation and Prospects for The Future

Expansion of the Southern Teaching Program at Texas Southern is possible and desirable. More honors programs and remedial programs need to be established at this institution. Such programs might profitably involve the cooperation of instructors from both northern and southern universities. As a matter of fact, Texas Southern was represented at the establishment of the Inter-Universities Consortium in the Mid-West and has been one of several institutions concerned with plans for establishment of a similar Southern Universities

Consortium.

At the same time plans are moving forward for increased cooperation among the students and faculty at local schools, colleges, and universities within Houston. The University of Houston, Rice Institute, and Texas Southern University have joined with the Houston Public School System in a program designed to improve training provided to students in the community. This program promises to employ a wide variety of professional people to promote community-wide educational improvement. Already new plans are under consideration; in some instances they have been put into action. Most of these plans have directed special attention to the needs of pre-school, elementary and high school students.

In this particular setting it is perhaps especially desirable for university officials to administer the Southern Teaching Program. This will permit effective coordination of plans to meet existing needs recognized by those most familiar with the unique demands of the institution. Texas Southern would welcome large numbers of graduate students who might be employed for the purpose

of releasing regular faculty members for advanced study or research during the summer. On campus there was general agreement that such a summer program provides a wise use of time and foundation funds. In fact, administrative officials have considered this program a definite bargain for the institution.

Student instructors have expressed the view that the Southern Teaching Program has offered them an unusual opportunity. Students of Texas Southern participating in the program as entering freshmen have stated their belief that it would be desirable to continue this program on a full year-around basis. This would enable them to build upon the impetus provided by this unique and valuable summer program. At Texas Southern the establishment of full year programs using innovations and methods developed in the Basic Skills Workshop would promote basic objectives of the institution . It would provide greater opportunity for faculty members to study during the summers and enable them to perform other highly specialized tasks suitable for people

with their training and experience. Texas Southern does not have a sabbatical leave program. This means that a professor who would like to take a leave of absence must use his own resources for support during a sabbatical year.

Of all the programs suggested for implementation by the Southern Teaching Program and favored by Texas Southern, those designed to improve the reading and writing skills of students have a decided appeal, offer a great opportunity for success, and promise to fulfill a great need.

F. Some Proposals

(1) Mississippi Scholarship Program

In view of the recent crises in Mississippi and the difficulties of educating Negro students in that state, perhaps it might be worthwhile for such a program as this to consider the possibility and feasibility of providing scholarships for students in Mississippi to leave their home state to attend schools in other states including the neighboring states of Texas, Louisiana, and Arkansas. Certainly there would be real advantages in providing an opportunity for students in Mississippi

to be exposed to standard educational opportunities available in other states. This would permit these students to return to Mississippi prepared to make a contribution by providing badly needed educational opportunities and sharing experiences with others in Mississippi's "Closed Society".

(2) Follow-Up Conferences

Several special recommendations were made by Dr. Hartshorn, Dean of Texas Southern University. He has suggested that it would be desirable to request from each student instructor in the Southern Teaching Program a summary of his experience based upon a running account of his day to day activities. Student instructors should be encouraged to keep diaries and make daily entries in them. Dean Hartshorn has suggested also the calling of a conference of all participants in this program at the end of the summer to discuss freely their experiences. These discussions should be conducted on a non-structured basis. It might be useful to have them place on tape or recorded in some other way for use by the universities and colleges concerned, for use by the student instructors themselves, and for use in preparing the Southern Regional Council's final report on this

project. Such a conference might best be held in New Haven during the Fall soon after the student instructors' return to campus. In addition to a conference of the student instructors at New Haven, it would prove useful to hold a conference of the institutional representatives of the colleges which have participated in the Southern Teaching Program. This would provide a basis for informal discussions and seminars in which people involved in the program might exchange ideas and consider at length specific types of problems encountered at different institutions.

3. Conclusions

A. Early Planning

For another year it will be advisable for the Southern Teaching Program and other organizations interested in this type of activity to contact colleges as early as possible so necessary plans and arrangements for structuring the group may begin to take shape long before the start of the summer session. It must be stressed that this program is not a suitable substitute for,

but rather a supplement to the university's regular program. This is the way it ought to be ideally. This is the way it has worked and why it has succeeded at Texas Southern. Clearly Texas Southern has taken a lead in providing a fine example of the type of supervisions that should be provided for student instructors. They have felt free to contact the President, Dean, Business Manager and others whenever a need has arisen.

B. Responsibilities

The question of what the nature of the student instructors' responsibilities ought to be has provided a source of a very fortunate and happy type of disagreement between the student instructors and officials at Texas Southern. On one hand, the student instructors have been enthusiastic, eager, and anxious to carry a heavier load than was assigned to them. On the other hand, administrative officials have been eager not to exploit unfairly or unduly the talents of the student instructors. This is an important matter which merits consideration at any university. Certainly it should be made clear that student

instructors ought to receive at least a minimum of supervision and that they should not be required to work 15 to 16 hours a day.

Although this type of consideration did not constitute any real problem at Texas Southern, it may well deserve considerable attention in relation to prevailing conditions at some of the smaller church-related colleges to which other student instructors were sent. At such institutions there exists perhaps a real danger that students may be overworked at meager salaries. Certainly this would not be conducive to the program's success.

Student instructors at Texas Southern have worked in the Basic Skills Workshop. This means that they have had the advantage of assisting with a special type of program based upon special needs of the institution . University officials have been eager to have the program continue and have sought to make conditions as attractive and comfortable as possible for everyone involved in it. A recommendation made repeatedly and undoubtedly of considerable value is one calling for detailed and explicit

planning long before the start of a summer session. This planning might occur on the university campus. Special committees might be set up consisting of faculty members. Such committees might make suggestions concerning plans for improving the program and for considering the types of needs which can be best satisfied on a particular campus by this type of assistance. In this way such committees could adapt the program to meet the unique needs of an individual institution. They could at the same time coordinate their plans with the Southern Teaching Program headquarters.

C. Living Accomodations

(1) Student Instructors

The University Administration at Texas Southern has taken special pains to provide attractive and comfortable facilities for the student instructors. They have lived in the Home Economics Practice House, an air-conditioned, comfortable and newly constructed building. They have enjoyed free use of the house without disturbance. A house-keeper has supervised the house. Although student instructors have had little or no reason to complain over their living accomodations,

they have suggested that for another year plans might be made for students to live in dormitories and for student instructors to reside with them as tutors in the same dormitories.

(2) Texas Southern University Students

Students participating in the Basic Skills Workshop have recently graduated from high schools in Houston and elsewhere. During the summer most of them continued to live at home in Houston. In many instances they have had to commute long distances by bus or to walk a great distance to reach the University. A few of them, however, have lived on campus. These have been largely students from communities outside of Houston. They have come from a greater distance and necessarily have had to live on campus. Students from Houston have expressed a desire to move on campus for the Fall Semester. Although university officials are amenable to this suggestion, facilities for such an arrangement were not available during the summer. New dormitories are presently under construction.

(3) Plans for a Tutorial Program

Texas Southern plans to introduce during the 1964-1965 academic year the type of tutorial arrangement suggested by students and student instructors. The new dormitories will accomodate faculty members. This will enable instructors to serve as tutors. They will maintain close contact with students whom they are instructing and share experiences with them on an informal basis outside of the more formal classroom situation.

Several student instructors have indicated that they have felt a bit isolated in living to themselves at the Practice House. One young psychologist indicated that he had learned quite a lot about the student instructors in his group. Most of the student instructors agreed that the experience would have been more meaningful for all if they had lived in closer contact with their students. Although such an arrangement was not possible for the summer of 1964, Texas Southern plans to introduce this type of program for the 1964-1965 academic year. There is a great possibility that during the summer of 1965 it will be possible to develop the tutorial program suggested by student instructors.

On the other hand, the employment of student instructors as tutors in the dormitories would place a much greater burden of responsibility in their hands. They would be expected to be constantly on call from students under such an arrangement. They would also be required to adhere strictly to university regulations governing the dormitories and face the necessity of constantly providing a good example for immature students who would be scrutinizing them almost every minute.

(4) A Final Suggestion

The Southern Teaching Program may wish to consider the possibility of making arrangements for student instructors to live with families, perhaps families of faculty members on or near the campus. This would involve additional administrative detail. It might even require some effort to match personalities and interests, so the experience would have the greatest possible opportunity for success. In this connection it might be worthwhile to study the procedures employed by organizations such as The Experiment In International Living, The American Friends Service Committee, and The Peace Corps in handling similar arrangements for

exchanges between people in the United States and countries abroad.

MEMORANDUM ON VISIT TO BISHOP COLLEGE

TO: Leslie W. Dunbar
Southern Regional Council

FROM: T. E. McKinney, Jr.
Southern University

1. Introduction

This visit lasted from Wednesday, August 12 through Friday, August 14, 1964. At Bishop College the people actively involved with the Southern Teaching Program have included student instructors, college officials, faculty members, students, and to a slight extent people in the local community. The four student instructors participating in the program at Bishop were Robert J. Anderson, English; George Herr, Mathematics; Morris B. Kaplan, English; and Dominic Soda, Mathematics. Although Bishop College has sought to persuade him to join its faculty, Dr. Soda will become a member of the faculty at Washington University, Saint Louis, Missouri in the Fall of 1964.

College officials largely responsible for the Southern Teaching Program at Bishop College have included Dr. Milton K. Curry, President; Dr. Charles L. Knight, Dean; and Dr. George Cuttinoe, Academic Consultant to Bishop College and Professor of History at Emory University in Atlanta.

Although Bishop College was founded in 1881 at Marshall, Texas, the College was re-chartered under the laws of Texas in 1961 and moved to Dallas. Characteristic of the College today are the new campus located just at the inner edge of the city, new buildings, and new programs based on new ideas and approaches to education.

2. The Report

A. Campus Reaction

The student instructors from the Southern Teaching Program have encountered an especially favorable reception at this College. Both the President and the Dean have expressed enthusiasm about the possibility of continuing the Southern Teaching Program, expanding and extending it in various ways to all levels of education. They indicated that these student instructors have

proven effective. The Southern Teaching Program's student instructors have played a minor but highly significant role in Bishop College's remedial program in English and Mathematics for beginning freshmen. Approximately 168 recent high school graduates from high schools in 10 states have participated in the Bishop College program this summer. They have been fully subsidized with grants for tuition, board, and room. This has created a desirable situation in which all of the students in the program, including those who live in Dallas, have lived on the campus in dormitories.

Although Bishop College initially had proposed to employ 6 faculty members in English and 6 in Mathematics making a total of 12, this proposal did not develop quite as planned. Originally the size of each class was anticipated not to exceed 12 students who would meet six days each week. The estimated costs of the program as set forth by Dr. Cuttinoe in his report to the President included: (a) $25,200 to cover tuition for 168 students, (b) $16,128 to cover the cost of room and board for 168 students at $96 per student, (c) and $41,328 as the grand total of costs for tuition,

room, and board.

B. Problems

1. The Problems of Newness

Administrative difficulties at Bishop College have arisen largely from the newness of the institution at its present location and the lack of sufficient preparation or pre-planning for the program in which the student instructors were employed. For example, the remedial program in English and Mathematics is a new program which was intiated for the first time this summer under the direction of a team of 6 representatives from Emory University chosen by Dr. George Cuttinoe to work at Bishop.

2. A Need for Supervision

In sharp contrast to Texas Southern where student instructors moved right into a long existing and well developed Basic Skills Workshop under the permissive and satisfactory supervision of highly trained specialists with years of experience , the Bishop College experience offers an example of a case in which student instructors met some real obstacles. They did not have the advantage of specialized supervision in a well defined program.

They had to learn much by means of trial and error.

3. Problems of Adjustment and Cooperation

In addition, they had to adjust to and cooperate with the rather inexperienced and less mature Emory students who were generally less well prepared undergraduates and recent recipients of the bachelor's degree. They had to face the challenge of developing a new and previously untried program. This indeed has presented a sharp contrast to the Basic Skills Workshop at Texas Southern where the program has gathered experience over a period of ten to twelve years before the introduction of student instructors this summer.

4. Absentee Consultation

Very substantial difficulties and threats to the success of Bishop College's Pre-college Program in English and Mathematics for Incoming Freshmen have arisen from the fact that Professor Cuttinoe has not been present continuously on the campus. Although he made two quick trips to the campus during the summer, he has not been in position to supervise the program directly. Apparently he is not an expert on remedial programs in English and Mathematics.

As an academic consultant he has offered the College expert advice on ways to improve the over-all program of the institution. Although Dean Charles L. Knight is to be commended for the excellent work which he and President Milton K. Curry have given toward the success of this program amid all of their other duties, it seems unfortunate that no single faculty member on campus was charged with the immediate responsibility for administering the program this summer. Considerable preparation before the start of the summer session would have proven useful.

5. The Problem of Selecting Student Instructors

Although the selection process employed by the Southern Teaching Program has appeared relatively worthwhile and valid when contrasted with that used in selecting the Emory Group, the Bishop experience makes it clear that interviews would have been desirable as a part of a careful selection process.

6. Early Planning

A major problem for members of the Southern Teaching Program has arisen from lack of sufficient orientation concerning the nature of their responsibilities, lack of opportunity to prepare and organize courses before arrival on campus, and lack of sufficient supervision. The lack of direction and adequate planning are certainly problems which may be overcome in the future. A chief recommendation for another year would be to make arrangements for a representative of Bishop College to travel to New Haven, Atlanta, and any other academic center from which student instructors may be recruited. This in itself would provide a means of overcoming the types of difficulties about which student instructors have complained.

7. Expectations and Disillusionment

Considerable mis-understanding has emanated from the fact that College officials expected to receive 12 professionally experienced and seasoned instructors from Emory. They were expected to possess considerable experience with developing remedial programs. They were also expected to be capable of

supervising and smoothing the way for student instructors from the Southern Teaching Program. Unfortunately, this was not the case. Actually the student instructors sent by the Southern Teaching Program were more highly qualified for their posts than were the higher paid students sent from Emory. Although the Southern Teaching Program's student instructors have not complained about the salary differential, it does not seem sensible to pay college seniors and beginning graduate students twice as much for the same kind of work as more experienced professionals holding advanced degrees.

C. Conclusions

1. The Value of The Southern Teaching Program

An inescapable conclusion is that the Southern Teaching Program has made a valuable contribution at Bishop College. It should be expanded with certain modifications to bring it to a focus within the curriculum of Bishop College. Certainly if the same funds spent on the Emory Group had been devoted to securing the services of highly qualified student instructors from the Southern Teaching Program, Bishop College and its students might have received more than twice as much

in the form of competent instruction at less than half the instructional cost of its present freshman summer program. At this institution it has become clear that a large part of the success of the summer pre-college program can be attributed directly to the contribution made by student instructors sent by the Southern Teaching Program.

Pre-occupied with the process of moving to a new location, constructing new buildings, and general problems of institutional development, Bishop College also has engaged in the development of new and experimental programs. The outlook of the administration appears forward looking and progressive; its general philosophy of education seems constructive and positive in approach.

2. Responsibilities

Bishop College has paid from its own resources the transportation costs and salaries of student instructors. It is unfortunate that Bishop College was misled into believing that experienced professors would be sent from Emory. The money devoted to inexperienced students from Emory might have been spent more economically in bringing more highly qualified student instructors from the Southern Teaching Program.

Otherwise, there have been no major hitches or emergencies in the program. No one has been arrested or fired. It has seemed wise to delay national publicity for this program until its completion for the summer. Although an article appeared in the Dallas papers concerning the Bishop College Precollege Program when Professor Cuttinoe visited the campus, no particular reference was made to the Southern Teaching Program. Certainly the major responsibility for the remedial program in English and Mathematics for beginning freshmen was assigned to Professor Cuttinoe and other people from Emory who had been chosen before the Southern Teaching Program began.

3. Prospects for the Future of The Southern Teaching Program at Bishop

Expansion of the Southern Teaching Program at Bishop College is possible and desirable. More honors and remedial programs need to be established and could be profitably employed. These programs may be developed by using student instructors from both northern and southern universities. The selection process employed by the Southern Teaching Program has proven to be an excellent one in this instance. The student instructors in the Southern Teaching Program

are competent and mature professionals whose services, imagination, and maturity would complement any institution. Although the same can not be said without reservation for some of the Emory students who were sent to Bishop College this summer, this type of program offers real benefits for all concerned.

4. Benefits of Southern Teaching Program

From the standpoint of student instructors benefits accrue in the form of broadened experience and greater information. The same arguments which would support the validity of the Peace Corps, The Experiment in International Living, and the American Friends Service Committee may be readily used to support the validity of the Southern Teaching Program. This program, however, should be reserved for advanced graduate students with experience and maturity.

Bishop College would welcome large numbers of graduate students who might be used for the purpose of releasing regular faculty members for advanced study or research during the summer of during the regular academic year. On campus it was generally agreed that the Southern Teaching Program has offered a wise use of time and funds. It has

presented a substantial bargain for Bishop especially when compared with the College's own arrangements with the Emory people who were responsible for the larger part of the work in Bishop's Precollege Program this summer.

5. A Strong Permanent Faculty

Bishop College apparently does not suffer from the same type of economic woes experienced by many other small colleges. Yet, much attention has been given to the construction of buildings. More attention needs to be given, and is currently being given to increasing the number of volumes in the library and to building a strong permanent faculty. There appears to be little reason why Bishop College should not become an outstanding liberal arts college. Establishment of the Southern Teaching Program on a full year basis might help to serve the basic objectives of the College. On the other hand, the College needs to build and maintain its own permanent faculty of trained and experienced professionals. Under no circumstances should the Southern Teaching Program seek to obviate the need for a strong permanent faculty at the College.

6. Sabbatical Year Program

Bishop College has a sabbatical year program. After seven years of work on the faculty, a professor becomes eligible for a sabbatical leave with full pay. There is reason to question the desirability of giving too much responsibility to relatively inexperienced student instructors. On the other hand, there are real advantages to be secured from bringing highly trained, competent, and professionsl young instructors into contact with students in a situation where innovations and changes in educational programs are needed.

7. The Need for Reading and Writing Improvement Programs

Concerning the types of programs suggested for implementation by the Southern Teaching Program and other similar projects, it is clear that programs designed to improve the reading and writing skills of students hold a decided appeal and offer a great opportunity for success in this environment. In addition to stressing reading and writing skills, consideration ought to be given to expansion of the Precollege Program at Bishop to include seminars in logical thinking or philosophy.

8. Living Accomodations

The College has provided comfortable and attractive facilities for the student instructors. They are living in faculty apartments located on campus. These apartments are air-conditioned, newly constructed buildings. Two student instructors have been assigned to each apartment except in the case of one student instructor who holds the Ph.D. He is married and has lived in an apartment with his wife and two children. No one has registered any serious complaint about the living accomodations or the physical environment at Bishop College. One student instructor, however, indicated that he felt a bit isolated from the surrounding community in Dallas.

A question which remains to be answered concerns the extent to which students and student instructors may have suffered from overwork. This question seems especially pertinent in view of the fact that they not only participated in a daily schedule of classes but also spent the evenings in organized study sessions.

9. Some Final Suggestions

Continuation and expansion of the Southern Teaching Program at Bishop College will require more detailed planning and structuring of the general directions for guiding and counselling the student instructors. In this connection a more fully developed orientation program would prove useful. The number of student instructors might well be increased if careful selection procedures are used. Dr. Soda and other student instructors have suggested that arrangements should be made for the pre-college students who participated in the program to return next summer. They might live in the dormitories and serve as tutors and counsellors for next year's group of pre-college students.

September 22, 1964

Professor Theophilus E. McKinney, Jr.
Department of Political Science
Southern University
Baton Rouge 33, Louisiana

Dear Professor McKinney:

The time is fast approaching when we must face the task of consolidating the consultants' reports on the Summer Teaching Program. My files show that I have not yet received your reports. Could I soon? I am sure the summer has been a busy one for you, and I hesitate to prod you this way.

Sincerely yours,

(Mrs.) Mildred M. Johnson
Secretary to the Director

MMJ

SOUTHERN UNIVERSITY
SOUTHERN BRANCH POST OFFICE
BATON ROUGE, LOUISIANA

[redacted]-POLITICAL SCIENCE

File S.T.P.

October 16, 1964

Mrs. Mildred Johnson
Secretary to the Director
Southern Regional Council
5 Forsyth Street
Atlanta 3, Georgia 30303

Dear Mrs. Johnson:

This brief note is to acknowledge and thank you for your memorandum of October 13th informing me of a meeting of the Summer Teaching Program Consultants set for Wednesday, December 2, 1964 at 10:00 a.m. in the Southern Regional Council Conference Room.

Yours sincerely,

T. E. McKinney, Jr.

T. E. McKinney, Jr., Chairman
Department of Political Science

TEM:thb

Recd 1/18/65

SOUTHERN UNIVERSITY

SOUTHERN BRANCH POST OFFICE
BATON ROUGE, LOUISIANA

DEPARTMENT OF POLITICAL SCIENCE

January 14, 1965

Memo To: Leslie W. Dunbar

From : T. E. McKinney, Jr.

Your evaluation of the Southern Teaching Program has arrived and I have given it a preliminary reading. You may expect to receive my comments as soon as possible.

TEM/gas

TUSKEGEE INSTITUTE

July 6 - 8, 1964

MEMORANDUM ON THE SOUTHERN TEACHING PROGRAM (STP)

To: Leslie W. Dunbar, Southern Regional Council

From: J. Kenneth Morland, Randolph-Macon Woman's College

Regarding: A Visit to Tuskegee Institute, Alabama on July 6, 7, 8, 1964

Sources of Information

During the three-day visit I interviewed 23 persons in periods ranging from fifteen minutes to more than an hour. Included in the interviews were the following: the 5 student instructors (SIs) in the STP; 4 administrators (President Foster; Dean Wasserstrom; Dr. Reid, Director of the Pre-Freshman Program; Dr. Puryear, Director of Social Science Research); 8 regular faculty under whom 4 of the SIs work; 3 other SIs, not under the STP; 3 pre-freshman students in classes of the STP SIs.

In addition to the interviews I attended three class sessions, two evening lectures (one by a SI). a reception at the home of President Foster for new faculty members, and informal sessions at the student union building.

General Description of the Duties of the SIs

Four of the STP SIs (Filner, Molodovsky, Tripp, Yancy) are serving as assistant teachers in a newly organized Pre-Freshman Program. This program is designed to help high school graduates who have applied for Tuskegee to qualify for admission by taking remedial courses. One hundred and sixty applicants who were deficient in math, English usage, or reading comprehension are in the program subsidized by the Institute so that each student pays only fifty dollars for all expenses during the eight weeks session. Each assistant teacher has two sections of math or literature or reading a day in which he works under a regular Institute faculty member. There are 20 pre-freshmen in each section, giving a total of 40 students per SI to share with the teacher in direct charge. Tuskegee gives no credit for the courses and no final grades

are to be issued. However, tests and themes are graded, and the SIs do most of the grading. Occasionally the assistant teachers take over actual classroom teaching, but most of the time they sit in classes, helping individual students as the need arises. Each assistant holds conference hours for each of his two sections every day to which lagging students are assigned.

The fifth SI, Hans Hock,is teaching two classes of German to junior and senior Tuskegee students. He has two sections of 7 students each. A Yale law student, Howard Thorkelson, was recruited by the STP at the request of Tuskegee Institute, which supports him financially. Thorkelson is doing legal research for a special project being carried out by the Director of Social Science Research.

The SIs are all involved in regular activities outside the classroom. They conduct "listening hours" which the pre-freshmen must attend. These sessions consist of watching the 5:30 television news program and then discussing the events under the direction of the SI. Occasional evening lectures--on political parties, foreign countries, social movements--are offered by the SIs. One SI gives a music appreciation course one evening a week, and all the SIs visit student dorms from time to time for discussions and to give special help.

Reactions of the Tuskegee Campus and Community to the SIs

Tuskegee Institute is a large school with more than 1500 summer school students. Whites are by no means a rarity on the campus, for the dean and a number of regular faculty are white. The SIs have not been particularly noticed, either as whites or as Yale University students. However, they have made an impression on the students they have met as friendly, highly intellectual young people who enjoy playing ping pong and pool at the student center, who sing to the accompaniment of a guitar, and who dress and talk informally.

Although only two miles from the town of Tuskegee, Tuskegee Institute is isolated from the white community there. Negroes, both at the Institute and in the town, are boycotting white merchants. As is true of others who live at the Institute, the SIs have almost no contact with the white community.

The contact of the SIs with the Negro community has been limited to an occasional visit to homes and churches of faculty and students and to an occasional swim at the local "Negro" pool.

Reaction of the Administration

The Dean of the College of Arts and Sciences, Richard K. Wasserstrom, has been working closely with the SIs and was high in his praise of them. He stated more than once during my visit that he would gladly employ every one of the SIs on his regular faculty, for they were the kind of persons and teachers who would be excellent for Tuskegee. In fact he cited as a problem in the work of the SIs who were assistant teachers that their depth of background gave them broader knowledge than the regular teachers under whom they worked. The President of the College, Luther Foster, has not been as close to the SIs but had a favorable impression of them. The Director of the Pre-Freshman Program stated that the contributions of the SIs as assistants had made the Program far more effective than it otherwise would have been. He did note that there had been some disappointment on the part of the SIs that they were not in actual charge of courses, but he felt that this had been the result of poor communication. The Director of Social Science Research stated that Howard Thorkelson had given invaluable service as his assistant in carrying out legal research.

Reactions of Regular Faculty

The reactions of full-time Tuskegee faculty members working directly with the SIs varied, but for the most part were highly favorable. These faculty members spoke of the SIs as bright, eager, adjustable young people, willing to work hard at any assignment. Some of these teachers-in-charge indicated that the SIs were not, in every case, as well trained or prepared for teaching in the particular subject area to which they had been assigned as the teachers-in-charge would have liked. Thus they said that political science and law students were trying to teach English literature, reading skills, or math and that they could have done a better job if they could have been matched more with their area of speciality. However, not all of the regular teachers agreed. One felt that the depth of background of the SIs made them quite competent for the pre-freshman program and as well or even better prepared than some of the regular teachers. This is a view, as we have seen, that is shared by Dean Wasserstrom. When the regular teachers who suggested more precise matching of SI and subject area were asked whether or not they would prefer either a graduate student preparing in the particular field being taught or no assistant at all, each of the regular teachers emphatically stated a preference for any assistant of the caliber of the SIs, whether or not he was pursuing graduate work in the specific field. All of the regular faculty agreed that the SIs had given enrichment to the intellectual life of their students and to the entire campus.

Some of the regular teachers also mentioned that the SIs had come with somewhat different expectations, namely the belief that they would be in actual charge of classes, and that this had been a disappointment. One of the regular teachers complained that the SIs had not been as fully informed about the regulations of dormitory life and had tended to resist the strictness of such regulations. However, the other teachers stated that while this was an initial problem, it had been quickly resolved.

Reactions of Students to the SIs

The three pre-freshman students interviewed stated that the SIs were being most helpful. They felt as ready, or even more inclined, to ask the SI in their class for help than their regular teachers. They agreed that having a second teacher in the class made instruction more individual and understandable. The students liked the casual, informal manner of the SIs, and the ability of the SIs to challenge them with questions. They enjoyed talking with the SIs about non-academic matters and felt that they had learned something about colleges and universities in other parts of the country. In their individual conferences with the SIs the students said they had been able to clarify things they did not understand in class.

Reactions of the SIs

Without exception the SIs stated that they felt the experience at Tuskegee to be most worthwhile personally. They claimed that they understood more about the South and Southern Negroes than before and that they had developed new insight into the problems of trying to educate those who had been deprived of the usual advantages of Americans. Some of the assistant teachers had been disappointed at first to find that they would not be in actual charge of classes, but by the time of my visit they had concluded that there were advantages in being assistants in that they could be closer to their students than otherwise. Also, those who had not had classroom teaching experience previously had begun to feel that it was fortunate that they could act as assistants in order to learn more about teaching procedures. All felt that they were able to handle the subject matter in their courses without difficulty, although some wished that they knew more about how to teach youngsters who had just completed high school. Some of the SIs expressed surprise that so many chores of record-keeping and paper-grading

required so much of their time and effort. Those in the program designed to improve reading reported that the lack of proper and sufficient equipment handicapped their classes.

Although the SIs were prepared to expect to work with youngsters whose backgrounds had handicapped them for college work, some had thought that their students would be more highly motivated to learn in order to be able to compete successfully in an industrialized America. They also expected them to more interested in civil rights than they appeared to be.

All of the SIs are housed in college dormitories for graduate students and eat in the college cafeteria, and all stated that their living conditions were satisfactory. Initially they were subject to what they felt were overly strick dormitory regulations, and it took the women SIs several days to secure keys to their dormitories so that they could stay out beyond the 10 PM regulation time if they wished. Some of the SIs felt that it might have been better if they had been placed in the same dormitories as their prefreshman students, but there was lack of consensus on this.

The SIs have a warm association among themselves. In fact one of their concerns is that they might be associating too much with each other, as they usually eat together and spend what little leisure they have together. However, this close association was not criticized by the regular faculty or by the students. Their social life in a rural Alabama community is quite limited, especially since they are an interracial group. An incident emphasized this difficulty, for while taking a short trip they encountered a hostile reaction when all members of the group sought to use rest rooms at a service station. However, they left quickly as police arrived and ~~did not create~~ to avoid further difficulty.

Conclusions and Recommendations

A. My general conclusion is that the SIs are making a definite contribution to Tuskegee Institute, in their presence on the campus as well as in their classroom teaching. They have shown themselves to be able, highly motivated, flexible young people. From what I could find out through conversations and observations in classroom situations I would judge them capable of instructing courses at Randolph-Macon Woman's College. Although young and limited in teaching experience, they have depth of background, intelligence, willingness to work hard and to learn that make them valuable teachers.

B. Tuskegee Institute offers excellent possibilities for continued exchange with Northern universities. A creative and cooperative administration at Tuskegee, particularly in the person of Dean Wasserstrom, would assure the fruitfulness of such exchange. Specifically, the experiment of placing young instructors, still in graduate training, in the Tuskegee summer session has been successful, both from the point of view of the Institute and the SIs themselves. The Pre-Freshman Program is well suited for these instructors to give concrete help and to learn more about teaching in the South.

C. The earlier that plans can be formulated for the STP for the summer of 1965, the better. The cooperating Southern colleges should formulate their requirements in time to permit more precise matching of these requirements with the skills offered by potential SIs. Perhaps more information about pre-freshman programs, for example those at Hampton and Tougaloo, could give even greater opportunities for the STP.

D. Orientation programs for SIs should continue to be of two types, a general one on the South and on Negro colleges, and a more specific one at the Southern college itself. The general orientation could have pre-

sentations by the present SIs on their experiences as well as talks on the social and political nature of the South. The orientation at the cooperating college should spell out the nature of the teaching job very clearly. This was not done as fully as the Tuskegee SIs in the Pre-Freshman Program would have desired, although it is to be remembered that this program is in its first year. It was also suggested by regular faculty and by some of the SIs that more explicit instruction about campus and dormitory practices and regulations be given. Dean Wasserstrom thought that an orientation period in April, while public schools can be visited, would be helpful, particularly for those in the Pre-Freshman Program. However, the SIs wondered if the expenditure of funds and time would warrant this sort of orientation. They felt that a week before the beginning of summer teaching would be sufficient if well enough planned.

The one theme that should characterize both orientation sessions is that the SIs be ready to adjust to all sorts of situations. The Tuskegee SIs certainly adjusted readily to the demands of the summer program, but they agreed that they could have been better prepared to face the "chores" of teaching, and the problems of working with regular faculty whose backgrounds have been different from theirs and with students who have suffered from cultural deprivation and who might not be highly motivated.

Southern Regional Council, Inc.
5 FORSYTH STREET, N. W. ATLANTA, GEORGIA 30303
JAckson 2-8764

LESLIE W. DUNBAR,
EXECUTIVE DIRECTOR

A Council to attain the ideals and practices of equal opportunity for all peoples in the South

MEMORANDUM July 20, 1964

To: Paul Anthony and Ruth Alexander

From: Les Dunbar

Please see the attached letter from Kenneth Morland.

Will RHA please issue a check to Ken covering his expenses and the consultants' fee ($50.00 per day). This should be charged to the Summer Teaching Project. RHA

Will PA please note the bottom paragraph of the letter and return to Mildred Johnson for filing.

RANDOLPH-MACON WOMAN'S COLLEGE
LYNCHBURG, VIRGINIA

DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

July 18, 1964

Mr. Leslie W. Dunbar
Southern Regional Council
5 Forsyth St., N. W.
Atlanta, Ga. 30303

Dear Leslie:

Inclosed is my report on my visit to Tuskegee. I was given every courtesy and full cooperation, and, as can be seen, was favorably impressed with the student instructors and with their work. Having had this experience of visiting and writing up the report, I am sure that my two visits to come can be done more quickly.

22.40
11.12
1.84
35.36
OK

My expenses for the trip are as follows:
Travel by personal car, roundtrip from Birmingham to Tuskegee, amounted to a total of 280 miles
Cost of 8 meals came to $11.12
The Institute would not let me pay for my room.
Telephone call (B'ham to Tuskegee): $1.84
Total time spent in traveling, visiting, writing the report: 4 days.

My two remaining visits have been arranged through telephone calls. I am to drive down to St. Augustine's in Raleigh on Sunday afternoon, July 26th and will be there for the 27th and possibly the 28th. My trip to Rust College in Holly Springs, Mississippi, has been set for Sunday, August 2nd. I shall fly to Memphis where I am to be met by one of the Yale students. August 3rd and 4th will be sufficient for this visit. This would be an opportune time for me to go on to Jackson for another session with the group that I saw before. However, I would like to have Paul's reaction before I write Jackson definitely about this.

Sincerely,

Ken

J. Kenneth Morland
Chairman

St. Augustine's College

July 26 - 28, 1964

Yale Univ. Summer Teaching Prog Reports - Morland

Yale

MEMORANDUM ON THE SOUTHERN TEACHING PROGRAM (STP)

TO: Leslie W. Dunbar, Southern Regional Council

FROM: J. Kenneth Morland, Randolph-Macon Woman's College

REGARDING: A Visit to St. Augustine's College, Raleigh, N. C., July 26,27,28, 1964

Sources of Information

During the visit I spent over seven hours talking with the two Yale SIs in the STP, William Tucker and James Todd. I also interviewed three members of the administration (President Boyer, Dean Robinson, Summer School Director and Registrar Spraggins), seven faculty members (including the Chairman of the English Department, under whom Tucker worked, and a Professor of Mathematics, under whom Todd worked), and three St. Augustine students. I attended a luncheon arranged for me by the College, to which ten faculty and staff members were invited. I also had informal coffee sessions with the SIs and several regular faculty members.

Duties of the SIs

Each SI has two classes of 1½ hours each day for which he is entirely responsible. These are regular credit courses for which the students receive a grade. Tucker has a class of four students in basic composition and grammar and another class of one student in English literature. Todd teaches courses in basic college math and in social statistics to a total of fifteen students. The SIs hold regular office hours each afternoon to which their students are invited for special help.

Evidently there was a great deal of confusion over the assignments of the SIs. The president of St. Augustine's accepted the invitation of the STP, requesting SIs in English and math. He then turned the matter over to

the Dean, notifying the SIs to correspond with him. The Dean, for reasons not clear to me, did not clearly inform the Director of the Summer Session or the heads of the English and Math Departments that the SIs had been invited. As a result the SIs could not find out what they were to teach prior to arriving on campus. When they did arrive, the Dean was out of the city and upon returning had an appendicitis operation.

The SIs wrote inquiring about when they should arrive. They suggested coming early to see the campus and find out more precisely what they were to do, but they received little encouragement. Tucker did arrive two days before registration, but he found almost no one on the campus that week-end. The chairman of the English Department, under whom Tucker was to work, said that he did not meet Tucker or know he was to teach before seeing him at registration the day before classes began. Of the two courses which Tucker was asked to teach, one had none who registered while the other had only one student to register. The chairman invited Tucker to work with him in a college grammar course, and after half of the summer semester turned the class over to Tucker entirely.

Todd had similar difficulty in finding out what he was to do. His course in social statistics was arranged for in a special way by the Director of ~~Admissions~~ the Summer Session. The Director taught the course during the regular sessions, and he told Todd it would be helpful if the beginning students during the summer could take the course to relieve some of the burden on him in the fall. The arranging of this course meant that the load of several of the students was increased from six to nine hours, three more than is normal for a six-weeks session.

Reaction of the Campus and the Community

In addition to the college summer session there are two National Science Foundation Institutes being held on St. Augustine's campus. These Institutes bring in a number of white instructors and students, both for the entire six weeks and for shorter periods. Therefore the two Yale SIs have not been particularly noticed on the campus as a whole. The number of students with whom the SI work directly in their classes has totaled only 20, and contact with other students has been greatly limited. The SIs try to sit with students and regular faculty during mealtime, and they say that faculty, but not students, reciprocate when the SIs are sitting alone. There have been occasional tennis games between the SIs and students and faculty. The SIs attended two receptions for summer school faculty, one given by the college president and the other by the chairman of the biology department. The SIs reported that several faculty had spoken to them about visits in their homes but that concrete invitations had not materialized.

The students ~~with whom I spoke~~ I interviewed spoke very highly of the SIs as friendly, helpful, intellectual young people. Some of the students gave evidence that they felt that the SIs made heavy assignments and expected a great deal of them in their course work.

The two SIs go off campus occasionally with students, but always to predominantly Negro places. Tucker has played tennis with students on city courts in Negro neighborhoods, and he said he received a number of stares. Todd has been assisting with a Presbyterian church near the North Carolina state campus, but this has not involved anyone from St. Augustine's, although he has urged his students to attend Sunday meetings. The SIs agree that Raleigh has taken little notice of them.

Reactions of the Administration

The President, Dean, and Director of the Summer Session all expressed appreciation for the devotion, hard work, and adjustability of the SIs. They also expressed regrets that their assignments had been poorly handled. But there were indications that they had ambivalent feelings about the work of the SIs. While agreeing that the SIs had helped to enrich the summer program, they raised questions several times about their lack of experience in teaching. One administrator said "we are having to teach them how to teach," implying that this required some time and effort on the part of the college. The SIs were frequently referred to as "internes," and as teachers without courses in education. On the other hand there was recognition that the SIs were of exceptional ability, since they had graduated with honors from excellent colleges and had been admitted to one of the best graduate schools in the nation. One was a member of Phi Beta Kappa, and the other had received a Fulbright fellowship to study abroad. The administrators feared that the SIs would therefore expect too much of their poorly prepared St. Augustine summer students; in other words, the SIs were too well trained.

The administrators, however, agreed that the STP had great possibilities at St. Augustine's. They thought that the SIs could help to make possible an effective remedial summer program, both for pre-freshmen and for regular students who needed extra help. The administrators felt that the SIs could also help with the very brightest St. Augustine students by challenging and encouraging them. This work with the best students might have to take place during the regular fall and spring sessions.

Reactions of Faculty

Members of the faculty seemed to be closer to the SIs and to their work than did the administration. They spoke highly of the efforts and the attitudes of the SIs, saying that the St. Augustine students liked and respected them. However, they questioned how well prepared they were to teach summer school students who were there primarily to make up work because of previous failures. Some faculty thought that the sort of remedial teaching required during the summer demanded the most experienced and skilled teachers and that while the SIs were brilliant they did not have sufficient experience for that sort of teaching. One faculty member thought that St. Augustine could have secured regular faculty members to do the teaching the SIs were doing. However, the Director of Summer School had previously reported that all regular faculty members who wanted to teach were teaching. In fact, he stated that the college preferred that regular faculty members study elsewhere during the summer and that the college helped them to do so.

The chairman of the music department said that he wished he had known about the possibilities of help from Yale graduate students, for he could have been greatly helped by having someone to give his students drills in music harmony and oral perception. He added that the art department could also have used some help.

Several faculty members spoke about the need for better orientation of the SIs so that they would know more about the social and academic climate of the school and the kind of student that attends St. Augustine's in the summer. Some added that it would have helped to have it made clear to the regular faculty just what the status of the SIs is, whether they are to be considered as visiting faculty members or as teaching internes.

Reactions of the Student Instructors

Both of the SIs stated that their summer had been personally worthwhile and that they had learned a great deal about teaching and about some of the problems of Negro education in the South. Both had been disappointed in the confusion regarding their assignments, but they were not critical of the administration and believed that everything had worked out all right. They were also disappointed in the performance of most of their students. They felt that they had been able to reach and to stimulate some of their students, but they found it difficult to get most of their students to work hard or to explore ideas with much interest or facility. They realized that they were dealing with students who had failed previously and were therefore below the average of the regular St. Augustine student.

They both suggested that it might be well for the STP to consider sending SIs during the regular school term, for then they could come to know and guide more able students. The SIs felt that their summer school students had neither the preparation nor the drive that would enable them to qualify for the better graduate schools. By coming during the regular term the SIs could relieve faculty members for study elsewhere or for research. The administration and faculty who were asked about this thought that it was a good basic idea, but they were not sure it would be wise to replace regular faculty members with teaching "internes."

In commenting on the orientation at Yale, the SIs claimed that their one session had been helpful. Up to that time all of their contact with the program had been by telephone and correspondence, and the meeting with other SIs made the STP "real." It was at this session that Tucker and Todd met each other for the first time and discussed their plans for going to St. Augustine's. Also, a talk on Negro education in the South

by a representative of the Carnegie Foundation proved very helpful. They agreed that this much orientation of a general nature had been sufficient, for they felt they already had enough knowledge about the South without additional lectures. However, they did miss an orientation session at St. Augustine's. (The administration and faculty at St. Augustine's also thought that this was needed, the Dean suggesting that a week would not be too much.) The SIs said they would especially have liked help in knowing just what should be expected of the students in terms of the amount of work ~~expected~~ that should be assigned, the types of tests that should be given, etc.

The SIs have comfortable and quiet quarters in a non-dormitory building on the campus. They eat in the college cafeteria and have found the food reasonably satisfactory, although limited in quantity. They were disappointed that they had not gotten into faculty and student homes and that the campus was almost deserted over the weekends when they had free time. The relationship between the SIs is warm and cooperative.

Both feel that there is a large, untapped potential of SIs in the nation's graduate schools. They pointed out that the STP could use only about one-half of the graduate students at Yale who responded to the invitation to apply.

Conclusions and Recommendations

1. St. Augustine's has not used the SIs effectively, mainly because of administrative slip-ups and the somewhat unstructured nature of the summer session itself. No one at the administrative level seemed to take vigorous charge to implement the STP. However, the administration realizes this and would undoubtedly do a much better job during any future summer.

2. Both administration and faculty showed a great deal of interest

in a pre-freshman program for applicants deficient in basic subjects, and they felt that foundation support could make this feasible. St. Augustine's would need help both with the providing of SI teaching personnel and with underwriting some of the expenses of the pre-freshmen. The faculty and administration stated that their freshman year was spent largely in getting students ready for real college work, and that some of the entering students were never able to make up their deficiencies. Problems would be encountered in attracting students to school in the summer when many of them had to work in order to make enough money to go to college during the regular school year. I agree that a pre-freshman program similar to the one at Tuskegee should be considered.

3. One of the important effects of the STP and of the discussions during my visit was the consideration of different types of programs, such as the remedial summer session mentioned above. The STP helped to remind St. Augustine's that it has a long way to go to motivate and prepare their students to compete successfully in an integrated, automated society. The high ability and training of the SIs showed them how stiff that competition will be and of the need for new ideas and new approaches.

4. My personal reaction to the work of the SIs is that they have conducted themselves well and have done a highly commendable job. They have taken their situation and their students for what they are and have given themselves wholeheartedly to their teaching and their campus relationships. Both are persons I would welcome to the faculty of Randolph-Macon Woman's College.

MEMORANDUM ON THE SOUTHERN TEACHING PROGRAM (STP)

To: Leslie W. Dunbar, Southern Regional Council

From: J. Kenneth Morland, Randolph-Macon Woman's College

Regarding: Evaluation of the STP at Rust College, Holly Springs, Miss.

Date: August 11, 1964

Sources of Information

I spent the equivalent of three days on the Rust campus during August 2, 3, 4, and 5. Sixteen persons were interviewed for an average of an hour each, and they included the following: the six SIs (Bragg, Dodson, Ghiglione, Johnston, Matlack, and Ricks); three administrators (President Smith, Dean and Summer School Director Waters, and Treasurer Collins); four faculty members; two students; and the wife of one of the SIs. In addition to the interviews, I went to two of the classes taught by SIs, attended a banquet given by President Smith in their honor, attended a memorial service on the campus for a CoFo worker killed in an automobile accident, and took a trip to the University of Mississippi with several of the SIs. While at Rust I roomed in a college dormitory with a visiting faculty member and ate my meals with SIs and faculty, usually in the college dining room but also off campus as well.

Duties of the SIs

Each of the SIs has taught one two-hour course a day, six days a week, during the two five-week sessions. The number of students in the classes has ranged from 13 to 43, with an average of 20 per class. The courses taught have been regular college courses in such subjects as biology, English literature, government, world history, and basic communication skills.

Each SI has worked on a faculty committee, including those on social affairs, religious activities, curriculum, and civil rights. All of the SIs have been regular participants in both faculty and student evening seminars during which there were presentations by the SIs of such topics as race differences, South Africa, censorship, and philosophies of education. One of the SIs tutored a student in a course for which college credit was given, and Mrs. Matlack, the wife of one of the SIs, taught a non-credit course in English composition which twenty students attended. Mr. Ghiglione taught a non-credit law course in the evening to interested students. Several of the SIs have helped unpack and catalog 2,600 books sent to Rust through civil rights organizations, two of them worked to help revive the college newspaper, and one has taken over the task of public relations director while the regular director is away for the summer.

Campus Setting and General Campus Reaction to the SIs

Rust College was established by the Freedman's Bureau in 1866 and is now under the auspices of the Methodist Church. During the regular term of 1963-64 it had 556 students and 36 faculty members, including three part-time. A rival college of almost the same size, Mississippi Industrial College, sponsored by the Christian Methodist Episcopal Church (CME), is situated just across the highway. Rust is very anxious to qualify for accreditation by the Southern Association of Colleges and is directing a great deal of effort to this end.

Rust has two five-week sessions in the summer, beginning this year on June 1st in order to accomodate Mississippi public school teachers who are on a "split term" allowing their pupils to work on the farms both in planting and harvesting times. The first session had 371 students, with 22 faculty, including the six SIs. The second session was attended by

206 students, with 17 faculty, including the 6 SIs. During these summer sessions, then, the SIs have made up about one-third of the faculty. They have had direct contact with most of the students, either in their classes or in the student seminars or in other activities. As a result, the SIs have been very much in evidence on the Rust campus.

Associated with Rust College this summer has been a Council of Federated Organizations (CoFO) division headquarters, responsible for voter registration in a five-county area, and for supervising a "freedom school" and a recreation center. Thirty Negro and white young people have been involved in CoFO, most of them living on the Rust campus. Although their activities have not been on the campus itself, the whites of Holly Springs, as well as white Methodists throughout the state, have let it be known that they disapprove of the college for helping to house these CoFO workers. The SIs have tried to explain their purpose to the mayor and other town officials, but without much success. The CoFO workers and the SIs have been friendly but have had limited association.

In general, the Rust campus has warmly received the SIs. There was initial skepticism at first because the SIs did not know about a campus boycott of a drive-in restaurant and patronized it. Also some hostility was aroused over an interview given a Memphis paper when the SIs first arrived. One of the SIs was quoted as saying that the scholastic level of the campus was low and many of the students were poorly prepared. However, in a meeting with the students these incidents were discussed and an understanding reached. A party given by the SIs for the students helped a great deal in overcoming initial barriers.

The Reactions of Two Students

Interviews with two campus leaders revealed that the SIs have contributed a great deal to the campus. Once the initial misunderstandings had

been overcome and the SI party had been given, relationships have been warm and friendly. One of the contributions to Rust students is that they have had the opportunity to come to know highly intelligent, young white teachers. The Rust students explained that they have had no chance for this and that such exposure was helpful. One of the students said that having come to know the SIs as teachers and persons has increased his own self-confidence as he begins to move about in a largely white world. It was added that Mississippi was trying to isolate Rust College, and that the coming of the SIs helped to combat this isolation.

The students realized that Negroes in Mississippi are in a vicious circle. They are being taught by Negroes who themselves have had poor training. Thus they felt that the SIs have helped to make a sort of "break-through" by bringing in new ideas, suggesting new books to be read, insisting on extensive reading and criticial discussion, and by showing Negroes just how far they have to go. The students agreed that the SIs had given Rust a great lift. There was appreciation that the SIs were from the very best colleges in America and were among the best that graduate schools had to offer. The STP had clearly not sent anyone who was "second-rate" in any way.

Rust students also appreciated the extra work that the SIs did so willingly in getting the student newspaper reissued, in helping to unload and catalog books for the library, in leading discussions in student seminars in the evening, and in giving special lectures and teaching non-credit courses in the evening.

Reactions of the Administration

The administration expressed enthusiasm for the work of the SIs and for the STP. The President, Dean, and Treasurer were in full agreement that the SIs had worked cooperatively, ably, and exceptionally hard.

They reported that the SIs had been willing to take any assignment and ~~xxxxxxxx~~ to carry it out faithfully. The Dean gave an example which he said was indicative of their willingness. One of the SIs, Granger Ricks, was assigned to a classroom on the second floor of a building. When the Dean found that Ricks was blind, he thought it best to change the assignment to a first-floor room. But Ricks insisted on going to the room to which he had been assigned, insisting that no special arrangments be made for him.

The administrators admitted that they were concerned at first about having such young, largely inexperienced instructors teach their students, but their fears had been quickly alleviated by the way the SIs went about their work. The Dean indicated that the students showed some hesitation when they found that the SIs were among their teachers, but with the Dean's insistance the students signed up and have since told the Dean that their fears had no foundation.

The President stated that at an orientation session with the SIs and other faculty members he had told the SIs of the general low level of achievement of the Rust students, and he urged the SIs to get the students to read extensively and to write papers often. He asked that they watch for students with the greatest potential and to push them. He felt that the SIs had succeeded in doing this, although he regretted that most of the summer session students were not as able as those in the regular session. The President showed his appreciation for the SIs by inviting them to a banquet during which representatives of the administration and faculty spoke in glowing terms of their contributions to the College.

The administrators agreed that six was about the right number of SIs, for they could have association among themselves as well as with the regular faculty and students. The President, especially, urged that a

college like Rust which was in such great need be given special consideration in any future STP plans.

Faculty Reactions

The faculty members interviewed agreed that the SIs had made an important impact on the campus during the summer. They found the SIs to be highly intelligent, dedicated, open, and likeable. As was generally true on the campus, the faculty were skeptical of the SIs at first, and one faculty member confessed that regular faculty members did not help in getting the SIs started as much as they should have. However, after the first few days, relationships between faculty and SIs became much more friendly.

Faculty members felt that the lack of teaching experience had not been a serious handicap to the SIs, but that their lack of knowledge of the actual level of Rust students had been. One was sure that if future SIs could have the actual achievement scores of Rust students, they would realize that they would be working with college students far below national averages. Part of the difficulty could be alleviated if the Mississippi public school teachers renewing their certificates could be put into special workshops rather than in regular classes, for these teachers were among the poorerst students in the Rust summer sessions. The faculty felt that the SIs could work best with the most able students and that this could most readily be done during the fall or spring terms rather than during the summer.

Community Reactions

In general, the whites of Holly Springs have not been friendly to the SIs, and some have expressed open hostility. The SIs have tried to make clear to townspeople that they are distinct from the CoFO workers, and that

their job consisted solely of teaching at Rust. But the local newspaper refused to carry an article describing their work, and few in the town have made the effort to distinguish them from CoFO workers. In a church conference attended by SIs and held near Holly Springs local whites suggested that the SIs should have let the ministers of the town know they were coming and that it would have been more acceptable if the SIs did not actually live on the Rust campus but had taken housing in the town instead. On three occasions at local restaurants the SIs have been subjected to abusive language, and one of their cars has been damaged twice. Once the tires were slashed and once the car aerial was broken. A policeman to whom the slashing of tires was reported stated that the SIs were lucky that only that much damage had been done. The SIs have sought to avoid places where they were obviously not welcomed.

Reactions of the SIs

All of the SIs stated that their ten weeks at Rust had been a highly constructive experience. They agreed that the STP should be expanded in Mississippi, for colleges there greatly needed the sort of outside contact that SIs could bring.

They had not expected that Rust students would generally have reached average levels of college achievement, but performances had been even lower than their expectations, especially by the Mississippi public school teachers who were taking courses to renew their certificates. The SIs felt that orientation programs in the future could give an even clearer picture of the achievement level of students at the particular college to which the SIs were assigned. The most effective kind of orientation would be for future SIs to talk with the SIs who had had experience this summer. The SIs said that they had learned a great deal about the enormous task that lay ahead in Negro education in the South, and that they had learned

the necessity for extreme patience and caution in making criticisms.

The SIs would have liked to have known more beforehand about the courses they were to teach. Had it been possible to meet with appropriate faculty members several days before the session opened, this would have been helpful. But with the first session beginning June 1st, it was difficult for the SIs to complete their own examinations and arrive in time. Also there was difficulty in securing books for their classes, and in some instances the SIs themselves had to drive up to Memphis to buy them. More specific information about campus life from students would have been helpful. For instance, the SIs did not know that the students were boycotting a drive-in restaurant and patronized it for several days not knowing that students resented this.

The administration made special arrangements to house the SIs. The quarters to which they were originally assigned were redecorated and refurnished, and this caused some resentment by faculty members who had lived for years in college housing wihout such attention. However, this special arrangement was changed when the SIs themselves insisted on being scattered among college facilities rather than being housed together. In the college cafeteria where they have taken their meals, the SIs have followed the college practice of separating faculty and students by placing faculty at pre-set, cloth-covered tables waited on by students, while the students go through a cafeteria line and sit at tables without tablecloths. The SIs reported that in general they found that in dress and in conversation there were customs separating faculty and students. The SIs have adjusted to such customs although they would prefer more democratic relationships.

The SIs have found their rooms and food reasonably satisfactory. However, they have supplemented their diet from time to time at a near-by Negro cafe frequented by Rust college students.

Although the SIs feel that their duties at Rust have been heavy, they appreciate the expression of confidence in them that the college has given in making such extensive assignments. In addition to their twelve hours of classroom teaching a week, they have served on faculty committees, participated regularly in evening seminars for faculty and for students, and taught special classes in the evening. One SI has taken on the job of director of public relations and has directed the publication of an alumni bulletin and regular issues of the campus newspaper. An SI who is a pre-med student at Columbia said that the summer work has been considerably more demanding than his work at Columbia.

The SIs agreed that the greatest need of the Rust students was training in basic skills in English and math and science. They found it difficult, for example, to teach advanced literature to students who could not write complete sentences or coherent paragraphs. They felt that a pre-freshman program in basic subjects would be highly appropriate.

The SIs stated that they had moved with caution in the field of civil rights. Several had interested themselves in the Freedom Democratic Party which was preparing to challenge the regular Mississippi Democratic Party delegates at the national convention. They visited the CoFO house from time to time, but kept from entering their program directly. They felt that it would be helpful for future SIs to discuss their relation to the more militant civil rights movement before taking their positions in the host college.

I found that the SIs were congenial and that they worked together well. They were close to each other but made a conscious effort to keep from being exclusive in their company in any way. There is no question, in my opinion, that the SIs are well adjusted, highly intelligent young people. I would welcome them as colleagues on the faculty of Randolph-Macon.

Conclusions and Recommendations

(1). The STP has worked well at Rust. The administration has seen to it that the SIs have been fully incorporated into the summer session, and it has given the SIs clear and careful directives. The SIs for their part have responded with enthusiasm and hard work. Rust has greatly benefited from the teaching and the presence of the SIs, particularly because it has tremendous need for stimulation and the financial help that the SIs brought.

(2). The SIs need an orientation that will give them an even more realistic picture of Negro education in Mississippi than they received. If the summer sessions at Rust begin again the first of June, it might be necessary for the SIs assigned to Rust in the future to visit the campus during the spring. They could not only sit in on class sessions at Rust but also visit the county public schools where most of their students are prepared.

(3). The SIs should be employed in such a way that they give greater relief to regular faculty who must teach 24 hours a week during the summer. The administration claimed that all regular faculty members who wished to teach could do so and that unless the SIs had come other teachers would have had to be employed. However, this could not be clarified in interviews with regular faculty members.

(4). The suggestion of a pre-freshman program of a remedial nature was made by students, SIs, faculty, and administration. The Dean felt that it could be done if it could be geared to fit in with the demands of the farming season and if financial support for students were forthcoming.

(5), The possibility of having SIs who could teach year-round should be explored. Administration and faculty thought that this would be very

helpful to Rust, for the SIs would be able to teach the more gifted students. However, the SIs themselves felt that it would be very difficult for them to take out an entire year in the midst of their own graduate training.

(6) Some formal consideration of the role of SIs in civil rights activities should be discussed in the general orientation program. This problem is particulary acute in Mississippi this summer, but it will likely continue into the future. Most of the SIs at Rust wanted to participate but hesitated because of their relation to the STP and to the college.

(7) The SIs who helped to organize the STP felt strongly that more structure is needed in the program if it continues. It was suggested that the STP should have a full-time director who can write and visit colleges that might participate in the program, make announcements and visit graduate schools where SIs might be recruited, and handle application and interviews of prospective SIs. I agree that this seems to be a necessary next step in the development of the STP. It might lose some of its spontaneity if it is better organized, but this can assure it of a more effective future.

(8) The presence of an SI family on the Rust campus has been a big asset to the STP. The Matlacks and their two-year-old son have been well received. The small child has been particularly helpful in erasing any barriers that might have been felt initially, for students always respond warmly to him. The Matlacks themselves have obviously enjoyed being at Rust as a family.

file Yale Univ. Summer teaching prog. Reports

RANDOLPH-MACON WOMAN'S COLLEGE
LYNCHBURG, VIRGINIA

DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

Rust College

August 11, 1964

Mr. Leslie W. Dunbar
Southern Regional Council
5 Forsyth St., N. W.
Atlanta, Ga. 30303

Dear Leslie:

The Rust College report is inclosed, and, as you will see, the program has done especially well there. I called you when I went through Atlanta enroute to Lynchburg and am sorry to have missed you. What I wish to urge is that some decision about the STP for this coming summer be made as soon as possible. My family and I are returning to Bethany Beach for a week beginning August 22nd, and then we plan to spend a few days at the New York World's Fair. We shall be back in Lynchburg to stay by September 3rd or 4th. The only date that is out at present is September 11th, for this is the time the hearing on our automobile accident has been re-set.

I went from Holly Springs on to Oxford, where I spoke at a public meeting of the Mississippians for Public Education. Then I spent an entire day and evening in Meridian, where I met informally with officers of the Meridian group for public education and spoke at another public gathering Thursday night. I am in the process of completing my report on my work with Mississippians for Public Education for Paul Anthony and hope to send the report to him by tomorrow.

I am not sure how you want to divide the expenses for the Mississippi trip. Expenses for everything are listed below, with a suggested allocation based on the actual cost of each:

Item	Total Spent	STP (Rust College)	SRC (Oxford & Meridian, Miss)
Plane Fares	$ 133.36	$ 108.64	$ 24.72
Bus (Holly Sp.-Oxford)	1.14	--	1.14
Taxis	7.50	6.00	1.50
Meals	14.93	10.38	4.55
Phone Calls	6.97	2.20	4.77
Room (Meridian)	5.23	--	5.23
Tip	.50	--	.50
Totals	$ 169.63	$ 127.22	$ 42.41

The expenses for the STP were figured on the basis of what it would have cost if I had returned directly to Lynchburg from Rust.

The number of days spent on each assignment was: $4\frac{1}{2}$ days for Rust (3 complete days on the campus, 1 day in travel, $\frac{1}{2}$ a day for writing the report); 3 days for Oxford and Meridian and the writing of the report.

Sincerely,

Ken Morland

Paid by Phyl 9/1/64

Paid C. Day 9/1/64

Rec'd 11/18/64

RANDOLPH-MACON WOMAN'S COLLEGE
LYNCHBURG, VIRGINIA

DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

SW - photo

November 17, 1964

Mrs. Mildred M. Johnson
Southern Regional Council, Inc.
5 Forsyth St., N. W.
Atlanta, Ga.

Dear Mrs. Johnson:

done

It will be necessary for me to arrive in Atlanta on the Tuesday before the ~~Wednesday~~, December 2nd meeting of the consultants of the Summer Teaching Program.

My plane is scheduled to arrive at 5:15 PM on December 1st, so I will need to have overnight accomodations. Will you make the reservation for me at whatever hotel is most convenient? And ask the hotel to send me a confirmation.

Thank you,

Sincerely,

Ken Morland

J. Kenneth Morland
Chairman

JKM:e

SEAL FOAM BOND

November 24, 1964

Mr. J. Kenneth Morland
Randolph-Macon Woman's College
Lynchburg, Virginia

Dear Mr. Morland:

This will confirm your reservation for the evening of December 1, 1964. You will be staying at the Atlantan Hotel, 111 Luckie Street, N. W.

Sincerely yours,

Sandra L. Walker
Secretary

SEAL FOAM BOND

RANDOLPH-MACON WOMAN'S COLLEGE
LYNCHBURG, VIRGINIA

DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

Jan. 17, 1965

Dear Les,

I'm very happy to have my name attached to the report just as it stands. You have done a masterful job of saying what I felt our major conclusions were -- in clear, succinct language. You expressed our sole lack of consensus on orientation in just the way I remembered our discussion. My only suggestions have to do with two small typographical errors and a slight modification on page 11 — marked in the manuscript.

I am in full agreement with the tone of the draft and with the conclusions.

Right now I am flying into Atlanta enroute to Alabama for the C.A.S.

All the best,

Ken

DRAFT

SOUTHERN TEACHING PROGRAM

AN EVALUATION

I. Description

A. The Southern Teaching Program was conceived in early 1964 by a small group of law and graduate students at Yale, interested in contributing to the reform of racial relations but convinced that their own best contribution would be to offer their training. Encouraged by the Yale administration, they addressed several Negro colleges of the South, offering to provide Summer session instructors. The response exceeded expectations; the students suddenly had on their hands a fairly large program, and foundation help was sought and obtained. In the outcome, 52 graduate and professional students (called in this report "Student Instructors" or "S.I.'s") were recruited and they taught in 13 predominantly Negro colleges (twelve in the South and one in Ohio) during the Summer of 1964. The program is planned again for 1965, and is being formalized some, including the appointment of a full-time coordinator.

B. This evaluation was requested by one of the supporting foundations, as well as by STP. Leslie W. Dunbar, Executive Director of the Southern Regional Council, initially accepted responsibility for the undertaking. His first step was to recruit a group of consultants, with the understanding that the final report would "reflect the consensus of all" and "be submitted in their names."

The group consisted of:

Tilman C. Cothran, Professor of Sociology and Chairman of Department, Atlanta University;

G. Franklin Edwards, Professor of Sociology, Howard University;

Lewis M. Killian, Professor of Sociology, Florida State University;

T. E. McKinney, Jr., Professor of Political Science and Chairman of Department, Southern University;

J. Kenneth Morland, Professor of Sociology and Anthropology and Chairman of Department, Randolph-Macon Woman's College;

Lionel H. Newsom, Professor of Sociology, Morehouse College (Now, President of Barber Scotia College).

A study design, drafted by Dunbar and revised by the consultants, was prepared, and is attached to this report. Each consultant except Edwards visited, for two or three day periods, assigned campuses during the Summer session. (See Table I at end of this report.) The written reports of these visits form the chief underpinning of this evaluation. Cothran also observed at a mid-summer evaluation session at Memphis participated in by 26 of the S.I.'s. Questionnaires prepared by STP were returned by 42 of the S.I.'s, and these were also of great value.* Presidents of the colleges were requested to write, or have written by some administrative officer, a general evaluation, and eight did so.** On December 2, 1964, the consultants (Newsom being

*A few chose to write long letters instead of using the form; two other letters contained very little information. For usable purposes, therefore, data was received from 40 S.I.'s.

**Replies were received from Bethune-Cookman, Bishop, Central State, Lane, Le Moyne, Rust, Texas Southern, and Tuskegee.

absent) held a day long conference with Dunbar to review an outline report he had prepared. Following this, Dunbar drafted a report which was circulated to all consultants for revision and approval.

II. General Remarks

The most obvious fact about the 1964 work of STP is that it did make an appreciated contribution on nearly all the campuses. With only a few exceptions, the administrators seem generally satisfied and interested in continuing the program, the students liked the S.I.'s, and they were received by other faculty with feelings ranging from positive gratitude to tolerance to resentment (little of the first, more of the third, much of the second). Again with a few exceptions, the SI's themselves were well pleased with their Summer. Many found the preparation of their students startlingly worse than they had steeled themselves to expect, perhaps an equal number were thrilled by talents discovered or improved, and nearly all were dismayed by the non-intellectual quality of campus life; few pondered the mystery that from such cultural barrens had come the student protest movement of the 1960's, in whose magnetic field they now were.

All of these reactions could have been fairly well predicted by anyone familiar with the great need and the ingrained appreciativeness of Negro colleges. There are colleges in the South whose conditions are so poor that almost any outside effort is of help; only a catastrophe could hurt such schools, and our 13 include some of them. Our list also includes, however, several campuses of

present distinction and potential greatness. These cannot be helped merely through effort and good will; but is precisely these institutions which know best how to make use of proffered assistance. Our prevailing interest in the writing of this evaluation report is to consider how well STP is adaptable to the basic needs of the Negro colleges.

STP was in 1964 a relatively small operation, and though it expects to enlarge in 1965 this will still be true. We found it, however, to be a signally interesting venture to study, for two principal reasons:

1. Despite its size and unpretentiousness, STP seems to us to illuminate well many of the characteristic problems encountered in programs of direct assistance to Negro colleges. It is one expression of the widespread current interest in aiding Negro colleges through the resources of prestige universities; although STP is a student directed operation, it draws on these resources. A measuring of its effectiveness and potential against more costly programs might well be worthwhile.

2. The Carnegie Foundation for the Advancement of Teaching has recently drawn much attention for its report on The Flight from Teaching. Among its discussed solutions is the "greater use of graduate students in college and university instruction." STP, now and in its later development, should be examined most carefully for ideas it may suggest for alleviating the shortage of fully trained college teachers.

III. Observations of STP of 1964

A. Selection Criteria

The 52 S. I.'s of 1964 included all levels of graduates from June A. B.'s up to and including one Ph.D. What number had had previous classroom teaching experience of any kind cannot be certainly ascertained, but an examination of their applications for STP shows that only a few could have had any. Moreover, a considerable number taught courses outside the field of their specialization.

We think this procedure was unwise and should be drastically altered. We state this even before reporting our observations on the quality of work done by the 1964 S. I.'s. Indeed, we emphasize that our opinion here has nothing to do with empirical data.

It has to do, on the contrary, with what we regard as the need which any program of direct assistance, including STP, should serve; viz., the strengthening of higher education for Negroes. A sore need, perhaps the keenest of all, is low professional standards.

Remembering this, it seems to us wrong to encourage the attitude that southern Negro students do not require teachers as well trained as white students of the North. We would urge that STP offer only those S. I.'s for the unsupervised teaching of college credit courses who have completed enough graduate training to be eligible to teach equivalent courses in the same fields at their own universities; generally, this would imply an M. A. degree or its equivalent in preparation. We do not think this would prove impossible for STP to accomplish.

A lesser standard could suffice for those assigned as assistants to regular faculty or as instructors in non-credit courses, such as pre-freshman or remedial programs. Indeed, something might be said for the superior qualifications of persons not yet too deeply immersed in specialized scholarship. But for these S.I.'s, the assurance of qualified supervision ought to be required by STP of the receiving college, and STP should plan prior programs of instruction in the techniques of problems of remedial education. To do the latter before the Summer of 1965 may or may not be feasible, but it should be incorporated into the planning for later years. Moreover, even for these special programs we believe that S.I.'s -- for their own benefit as well as that of the college -- should work in fields allied to their major interest; this rule might be set aside for individual cases but should in general be followed.

We are altogether aware that for many of the 1964 S.I.'s, the pleasure and the excitement were precisely their sudden responsibility; in fact, a number went to pains to explain that what they chiefly derived from the Summer was an experience that had little or nothing to do with civil rights or race relations, but had to do solely with the opportunity to teach. These attitudes delight us, as they would anyone devoted to education. But we are deeply impressed with the evident maturity of most of the S.I.'s, and with their capacity to understand that the first responsibility of STP should be the strengthening of the institutions it serves.

B. Orientation*

More than one-third of the S.I.'s did not attend the orientation held last June in New Haven. Although many of the opinions noted by the S.I.'s on their questionnaires are not easily classifiable, probably half of those who did attend had a negative reaction.

A principal shortcoming of the 1964 program was the non-existence or inadequacy of orientation at many of the receiving colleges. The 1964 program was of course, somewhat hurriedly planned and contrived, and the colleges had even less time to plan for it than did STP itself.

A common recommendation of the 1964 S.I.'s was that the 1965 S.I.'s receive orientation from them.

It is hardly surprising that response to the New Haven orientation session was not better; our experience is that some persons tend to be negative about any planned orientation programs. Indeed, this question produced the only substantial disagreement among the authors of this report, a minority of whom would dispense with any orientation of the S.I.'s en masse, on the grounds that orientation should be for the S.I.'s as for any other incoming instructors the exclusive responsibility of the college.

*In the discussion which follows, we ignore a weighty technical problem; i.e., the erratic opening dates of summer sessions, which in 1964 ranged from May 30 to July 13. We ignore the problem because we know of no solution to it, except orientation that begins not later than mid-May for summer S.I.'s. We are encouraged in discussing the question in somewhat ideal terms, because, as will appear later, we advocate that STP not be solely or even mainly a Summer program.

A majority view is that STP should provide an orientation session of a day or two duration before the S.I.'s journey to their assigned campuses, and should endeavor to get as perfect attendance as possible. The program should emphasize:

1. The objective of STP:
   a. education, not civil rights;
   b. the strengthening of the institutions, to the ideal and that it is stronger after you leave.
2. The need to adjust to the situation you find*;
3. The nature of the Negro college campus
4. The psychology of interacting with Negroes on the faculty, student, and community levels
5. The uniqueness of each campus and community.

Some of the "veteran" S.I.'s should be present, but these should be carefully selected from among those who made a success of the previous Summer. The session could be held in any convenient location; in this regard, several of us wondered if Atlanta, where nearly all air and train routes of the South criss-cross, might not even for the S.I.'s be the most convenient place.

If some of us were not wholly persuaded of the need for a general orientation, we unitedly believe that the receiving college must discharge its obligation to the S.I.'s, and that STP should require this. This should consist of two things:

*Dean Wasserstrom of Tuskegee put it well: "They manifested a kind of unwillingness to accept Tuskegee Institute and its programs as a 'given' within which to work ... . I think it extremely important that persons who participate in such a short term affair ... do so with a conscious willingness to perform as best they can within the confines and foci of the program."

1. Clear and precise notification in advance as to the S.I.'s assignment.

2. Several days, desirably as much as a week, on the campus before classes begin, with some responsible person assigned to help the S.I. settle in, learn the ropes of the library and the book store and the labs, and meet his associates and supervisor (if there is one).

Underlying whatever orientation the S.I.'s receive, one theme would be, we hope, repeatedly underscored. Our experience suggests to us that it has meaning and relevance to the use of graduate students as teachers in any schools. The theme is, "you are faculty."

The 1964 S.I.'s tended very strongly to identify with the students, although many of them at the same time noted - some wistfully, some detachedly, some disapprovingly - that their faculty associates had little to do with them socially. The difficult, delicate thought which should be got over to the S.I.'s would go somewhat like this:

> "From the moment you put foot on your assigned campus, you are faculty. Once you establish and maintain that identification in your own mind, you will likely discover that others will sense it. As faculty, you have and should assert the same privilege all other faculty have; viz., to improve your campus, including its faculty-student relationships or its awareness of community responsibility. Explore, therefore, how far you can go, but always preserving your faculty identity. You may surprise yourself. More importantly, you may surprise and instruct your associates. But if you identify with the students, you may be almost certain that nothing you do will be an example to anyone else."

C. The Summer Sessions of 1964

1. In general terms, STP seemed to be a clear disappointment only at Lane and St. Augustine. At the latter, the failure was probably due entirely to the college's almost total lack of prior planning. At Lane, neither the S.I.'s nor the administration seemed geared to make a success of the experiment. President Kirkendoll of Lane desires, however, a continuance of the program, to support a planned pre-freshman course. (See Attachment.)

2. Again in general terms, STP seemed from all accounts to be an enthusiastic success at Le Moyne and Texas Southern (at Miles also, but only one S.I. was there). The other eight schools fell somewhere in between.

It is, we believe, highly noteworthy that at Le Moyne and TSU the S.I.'s taught in well established programs of a special nature: at Le Moyne, a Summer Humanties Seminar for selected high school juniors and seniors; at TSU, a Basic Skills Workshop for selected, top quality freshmen.* Both schools looked on STP as a happy resource to draw upon for their programs. The schools themselves took the responsibility for making the best use of the S.I.'s.

*S.I.'s at both colleges commented on the brightness of their students, which was the opposite, almost, of the situation facing S.I.'s elsewhere.

And even though those programs were outside the regular curriculum, the schools treated the S.I.'s with professional respect and got professionalism from them. Significantly, when TSU found it needed one of its S.I.'s to teach a credit course, it immediately and substantially increased his stipend.

the "only" or the "most" ?

We think the Le Moyne and TSU approach, which was approximated at a couple other schools, is the only feasible way of making STP succeed. For it must be realized that the success of STP depends at least as much on the receiving colleges as on STP itself. At Le Moyne and TSU, the college knew what it wanted, made its own appraisal of the value STP could have to its programs, and integrated the S.I.'s into its on-going work.

Success is a product, of course, of mutual effort. There seemed to us to be no objective reasons why the Tuskegee programs should not have gone thoroughly well. Tuskegee furnished a strong argument for sound orientation, for once the S.I.'s learned who they were and why they were there things seemed to go satisfactorily.

Le Moyne and TSU are located in large cities - the only ones of the colleges which were. This factor probably affected every aspect of their attractiveness to the S.I.'s and contributed to the S.I.'s own good performance.

3. At Bishop, S.I.'s were integrated into a previously planned program directed and staffed by Emory University people; some rub resulted. Prior discussions could probably have eliminated the causes. STP should be prepared, we believe, to combine its resources with those of others in any of the several cooperative endeavors going on in the South, and with planning this should be feasible.

4. For the most part, the colleges accepted what STP said. There was the barest minimum of prior exchange of credentials or recommendations.

5. Summer session is, everywhere, unlike the regular sessions of a college. This fact alone does not necessarily diminish the value of STP as presently conceived. It does need to be known prior to going to work, however, and remembered later. Summer school at a southern Negro college frequently collects into one classroom, public school teachers, pupils who had previously failed the course, campus hangers-around, and perhaps one or two bright students trying to accelerate. This produces a demanding challenge to the skills of any teacher; all of us can testify, either from actual or analogous experience, that it is quite likely to be also a disturbingly unsatisfying experience for the teacher.

6. Only a handful of the 1964 S.I.'s engaged in civil rights activities, and none to the evident detriment of their teaching responsibilities. The following statements culled from questionnaires articulate well what seemed to be widely shared reactions:

a. Most of my relationships with Negroes were perhaps touched by a certain tension or extra consciousness of the other person's needs and hurts, but I doubt that this is a "problem." Would that all human relationships everywhere would know such 'extra consciousness.'!

b. It was exciting to discover that middle class Negroes really do have the same values as I do, and a relief to decide that I don't have to feel any more of a common bond with a Negro grocery boy than I do with a white elevator man.

c. On the whole, I was not unduly shocked by the lack of intellectual motivation which I found in the pre-freshman student body. In this regard, I was somewhat disturbed by the frustrations of several of my northern and southern white teaching colleagues attending big northern universities who were suffering from what I would call liberal illusions about the nature of man, and the nature of segregation and education in general. I benefited morale-wise from being a political conservative. I had suspected that students who had attended third-rate schools and came from families where intellectual values were not always held in high esteem would not be well motivated. Nor did I think that we would be able to remedy this situation over night. I was, however, surprised by what I came to consider as the influence of motivation and development of the students. In varying degrees and various ways, most of the students accepted segregation. As the summer progressed, I came more and more to the conclusion that I could only deal with the problem of the intellectual motivation of each student by confronting him directly or intellectually or helping him to confront segregation, as it affected him physically and mentally. (Written by one of the handful who, before the Summer was out, got into civil rights activity.)

7. With the inevitable few exceptions, the S.I.'s did a good job, and were accorded the approval of their students and their administration. Two S.I.'s stayed on at their colleges on full time appointments for 1964-65 (one at Le Moyne and one at ___?___). The following, taken from one of our field reports, expresses accurately what was generally found:

> Administrative personnel agreed that the S.I.'s were competent in their respective fields (sometimes with a slight edge over the regular teachers); that they brought

> a kind of interest and dynamism to their teaching which was often lacking among regular faculty members; that they exhibited an interest in students, both in and out of the classroom, that regular faculty members could emulate; and that they were creative in the utilization of existing resources.

8. At a minority of the schools, the S.I.'s were overworked; at one college in particular, the teaching load was a horror. The SI's at Texas Southern complained of too little work.

9. One S.I. thought that the chief value he and his colleagues had was simply "being there" as "outsiders," opening by their presence new vistas for the young Negro Southerner. In one form or another, this thought came out in the questionnaires of many of the S.I.'s. Typically, it came from those in the less satisfactory teaching situations, not from those able to take pride in a teaching accomplishment.

Some S.I.'s gave a number of extra-curricular services. At Rust, by way of conspicuous example, the S.I.'s started a campus newspaper (which involved, among other things, making a photographer's dark room), processed thousand of books donated for Freedom Schools and selected and cataloged 2600 of them for the Rust library, staged a party for 200 students, and one of them assumed the duties of college public relations director. The purpose of STP, however, is academic. For S.I.'s to help out in these ways is good and laudable. For STP to allow this sort of activity to occupy a prominent place in its "advertising" or fund raising or orientation of new S.I.'s would be a gross mistake.

10. One S.I. disillusioned over his classes, wrote that long after his class had forgotten his lectures, students would remember him "lecturing while lying on a desk." This seems an inconvenient way to lecture, but does it suggest any problems? It is tempting to say that S.I.'s should conform to local styles of dress and behavior, but we would not stress it. Repeating our earlier point that the S.I.'s should regard themselves always as faculty, we would add here that he who isn't conforming should know that he isn't. S.I's should at least find out what is customarily expected of faculty, and non-conformity should be deliberate. In contrast to the reclining lecturer, another S.I. wrote: future S.I.'s "should be chosen for their capacity to transcend their parochial prejudices against neckties, conformity, and hard bound books." We would not necessarily agree.

Considering all, we who visited the 13 campuses expected to find more non-conformity and resentment of the same than was apparent. We found instead the interactions of mature people. We would recommend that STP select on the basic of academic credentials and teaching potential, and that little stress in either the selection or orientation process be given to conforming habits or their lack.

basis

11. Our observation was that the S.I.'s as a whole made an important academic contribution, though it affected only their students, and little if at all their faculty associates. The disadvantaged

colleges of the South - both Negro and white - suffer from many ills, but the most cancerous is their intellectual isolation. The S.I.'s brought heavier and more demanding assignments, more exacting standards on which grades were based, made the students plunge into unabridged books instead of anthologies, used the labs for problem solving and not merely demonstrations. They jolted minds - of a small number of young people.

12. In a very few situations, S.I.'s were over-supervised. In most cases they were on their own, in some cases even to the point of seemingly having no one's interest.

13. Faculty resentment of the S.I.'s did exist at some colleges. Although other factors were present as well, the chief cause was suspicion that regular faculty were being deprived of jobs by the S.I.'s.

We think it is wholly the responsibility of the receiving college to meet these problems. The S.I.'s do, of course, need to comport themselves with tact and courtesy, but no more (and no less) is required of them than of any incoming young instructors. The college administration should interpret and clarify for the regular faculty the role and purpose of STP. We can think of no way that STP can in advance require this, but where problems of this kind are encountered again STP might properly not return to that school without first having a frank talk with the administration.*

*We have omitted from this report any discussions of the interaction of S.I.'s and the local communities, although we gathered data on this matter and some of the S.I.'s reported on it interestingly; those receiving this report who would care to have information on this point may write Dunbar at the Southern Regional Council. We have omitted it because of a decision to focus exclusively on the educational questions.

D. Evaluation and Recommendations

1. We found that STP in 1964 made a wholesome contribution to at least eleven campuses. We believe that participation in STP deepened the training and maturity of the S.I.'s.

2. We are strongly of the opinion, especially after our observation of 1964 S.I.'s, that graduate students can not only benefit personally but can tremendously help higher education by doing more teaching. They can be good teachers, and they learn a great deal about their subject in the process. The STP idea is sound and we think should be extended.

3. We confine our remarks in this paragraph to the Negro colleges of the South, though we suspect they may apply generally. We doubt that graduate students as teachers can be of enduring value unless their service is a means for strenthening the regular faculty. Our chief lament about STP in 1964 is that we saw only the scantiest of evidence that the S.I.'s directly or indirectly benefited the regular faculty of the colleges.

4. Consequently, we believe that STP as presently conceived - i.e., as a Summer program - is of limited worth to the Negro colleges, though it may be of considerable value to the S.I.'s themselves. Such worth to the colleges as it can have is chiefly, we believe, in connection with special pre-freshman enrichment or remedial programs. Because we regard such programs as highly important, we encourage the further support of them by the resources of STP.

Otherwise, we see value to the colleges from STP as Summer activity only in peripheral cases; e.g., in order to free a regular faculty member for a few weeks of advanced study or research; or to give an experimental honors course, thereby encouraging the college to get someone to do it regularly.

5. We believe that STP could make a most valuable and valued contribution if arrangements could permit S.I.'s a longer period of contact with the Negro campus, thus enabling STP to have beneficial effect on the regular faculty. This means, ofcourse, instructors for one or more terms of the regular school year. The direct benefits to the faculty could consist of freeing faculty members for advanced study or research, or assisting them with very large classes.

We believe that the foundations supporting STP should seriously consider providing additional funds to make possible (a) a longer period of instruction by the S.I.'s;* and (b) subsidy to a regular faculty members for study while the S.I.'s are meeting their classes. Although we have not done and cannot do an accurate cost estimate, our belief is that this would be, by comparison with other programs of similar aims, a distinctly cheaper and yet highly effective method of strenthening the Negro colleges of the South. For it would go to the root problem, which is the shortcomings of a faculty isolated from most of the stimulus and progress of scholarly associations.

*Of the 40 S.I.'s returing questionnaires, 27 said they would consider teaching for a year or longer at a predominantly Negro college, six said they couldn't or wouldn't, and seven either did not answer or were undecided.

6. We are recommending, therefore, that STP be structured along these lines:

a. for the support of special Summer enrichment and remedial programs;

b. for the direct benefit of faculty by enabling them to be released during the regular school year for advanced study, or by assisting them with heavy teaching leads.

Were STP so structured, we suspect its usefulness could be broadened. It is noticeable that some of the leading Negro colleges did not participate in 1964. Some of these do not offer Summer school. Others might not have been persuaded of the propriety for them of accepting STP. In either case, structuring STP as we have recommended here and in paragraphs 4 and 5 would quite possibly expand its area of service.

7. So too, we believe, would official sponsorship by Yale or some other prestige shcool. We advance this thought with diffidence but nevertheless with conviction. STP was conceived by students, and we are mindful of their claims. We also agree with Dr. Dominic Soda, who taught in STP at Bishop and is now on the faculty of Washington University, that STP's "simplicity of organization and directness of program were particularly appealing." These qualities should be preserved.

But help extended to any college should be dignified and non-patronizing. We noticed time and time again that administrators referred to STP as "the Yale program," and that is the way they wanted to think of it. We would hope that STP could continue to be run by students, but chartered by Yale or another front-rank school. If that

were administratively possible, the present virtues of simplicity and directness could be kept, and a relationship of lasting dignity between STP and the southern college could be established.

8. We hope that STP can successfully recruit S.I.'s not only in the Ivy League but at other schools of the North and West as well. We advocate recruitment on southern campuses such as Virginia, North Carolina, Duke, and Texas. We urge that every reasonable effort be made to recruit more Negro S.I.'s; the 1964 record of only one was not good.

9. For our recommendation on selection criteria see III A above. To the remarks there, we would add that each prospective S.I. should be recommended by his own graduate advisor to STP, and that a copy of the recommendation should be transmitted to the proposed receiving college along with the SI's other credentials. We think it important that the colleges have time to pass on the qualifications of proposed S.I.'s and their suitability for the college's program needs. This means that STP should plan its operations to permit this period of time, and might also adopt the practice of simultaneously submitting the name of the S.I. to more than one school.

10. During Summer or other times when a significant number of S.I.'s are at work, STP might consider employing a visiting supervisor; someone of scholarly distinction and familiar with Negro campuses. This person could consel S.I.'s, help them interact with administration and faculty, and perhpas give college or classroom lectures.

11. For our recommendation on orientation see III B above.

12. Because a number of the S.I.'s of 1964 proposed that STP plan and organize its own remedial program and offer that to southern colleges, we comment on this point. We would not approve, falling back again on our premise that STP should serve the institutional development of the receiving colleges. It will not do so by weakening their responsibility to plan and carry forward their own programs.

13. Although this report has stayed within the framework of "Negro colleges," our final recommendation is that STP thoughtfully consider offering its resources to all disadvantaged colleges of the South. Many of the "white colleges" have academic problems and inadequacies much like those of the predominantly Negro schools. If STP can see its way clear to do this, it should, of course, restrict its offer of services to non-segregated schools willing to accept S.I.'s without regard to race.

14. We conclude by proposing - to STP, to the supporting foundations, to Yale, and to the receiving colleges - that STP not be seen as in any sense or degree a missionary venture, but in the contex of a large conception of the obligation which the national community of scholars has for education, wherever it is offered.

Tilman C. Cothran
Leslie W. Dunbar
G. Franklin Edwards
Lewis M. Killian
T. E. McKinney, Jr.
J. Kenneth Morland
Lionel H. Newsom

DRAFT

COLLEGE	STUDENT INSTRUCTOR	COURSES	TAUGHT OR ASSISTED	QUESTIONNAIRE RECEIVED?	VISITED BY
Arkansas AM&N	Ann M. Goodrich (Wesleyan)	Elem. French, 17th & 18th Cent. Fr. Lit., freshman orientation	T,T,A	Yes	Cothran
	Christopher P. Hadley (Yale)	Logic, Introd. Calculus, Calculus II	T,T,T	Yes	
	Charles L. Marlow (Yale)	Eng. Lit, Amer. Lit.	T,T	Yes	
	George P. O'Leary (Yale)	math	T	No	
Bethune-Cookman	Fontaine Belford (Yale Divinity)	Summer skills, Program for high school seniors, French, Contemporary Lit.	T,T,T	Yes	Killian
	Barbara M. Hurwitz (Bryn Mawr)	Introd. Physics, Teaching Elem. Sci, Summer Skills	T,A,T	Yes	
	Susan Oakman (Wesleyan)	College Math, Trig, Coll. Alg., Summer Skills	T,T,T,T	Letter	
	Peter J. O'Connell (Yale)	Contemp Lit., Summer Skills	T,T	Yes	
Bishop	Robert J. Anderson (Yale)	Freshman remedial-English	T	Yes	McKinney
	George Herr (Yale Medical)	ditto - math	T	Yes	
	Morris B. Kaplan (Yale)	ditto - English	T	Yes	
	Dominic Soda (Yale)	Modern Alg., Fresh. remed. math	T,T	Yes	
Central State	Alexander M. McBean (Yale)	Introd. Biol., Experimental Embryology	A,A	Yes	Newsom

DRAFT

COLLEGE	STUDENT INSTRUCTOR	COURSES	TAUGHT or ASSISTED	QUESTIONNAIRE RECEIVED?	VISITED BY
	Lillian S. Robinson (?)	(?)	?	No	
	Jeffrey B. Sidney (Yale)	Remedial Math, Principles of Math	T,T	Yes	
Lane	Leslie Donald Epstein (Yale)	Gen. Anthropology, Soc. Anthro., Psych.	T,T,T	Yes	Newsom
	Frank T. Gardner (Yale)	Biol. Survey, Conservation, Anat. & Physiology, Genetics	T,T.T,T	Yes	
	Joan Gardner (Yale)	Art Hist. & Apprec., Art in Everyday Life Art Structures, Creative Drawing	T,T,T,T	Yes	
	Susan Gumpert (?)	Amer. Nat'l Gov't Amer. Hist.	T,T	Yes	
Le Moyne	Phillip A. Bertocci (Yale)	Summer Humanities Seminar for high school juniors and seniors - history	T	Yes	Newsom
	Marilu Sanchez (Yale)	ditto - speech	T	Yes	
	David J. Winter (Yale)	ditto - math	T	Yes	
	Judith Winter (Yale)	ditto - philosophy	T	Yes	
Miles	Michel Forget (Yale Divinity)	Elem, Intermed, and Advanced French	T,T,T	Yes	Newsom
Philander Smith	William W. Everett (Yale)	U.S. History, U.S. Govt.	T,T	Yes	Cothran
	Susan Hawk (Yale)	?	?	No	
	Robert P. Myers (Columbia Medical)	?	?	Letter	

COLLEGE	STUDENT INSTRUCTOR	COURSES	TAUGHT or ASSISTED	QUESTIONNAIRE RECEIVED ?	VISITED BY
	Emily W. Strong (?)	Modern Math, Alg., Trig, Analytic Gem.	T,T,T,T	Yes	
	Richard Winslow (Columbia Medical)	Inorganic Chem.	T	Yes	
Rust	Franklin E. Bragg, II (Columbia Medical)	Intro. Biol.	T	Yes	Morland
	James M. Dodson (Yale)	Amer. Govt, St. and Local Govt	T,T	No	
	Loren Ghiglione (Yale)	Freshman English	T	Yes	
	Bruce C. Johnston (Columbia Medical)	World Lit.	T	Yes	
	James H. Matlack (Yale)	Amer Lit, Amer. Hist.	T,T	Yes	
	James C. Ricks (Yale)	Western Civilization	T	No	
St. Augustine	James A. Todd (Yale Divinity)	Alg-Trig, Social Statistics	T,T	Yes	Morland
	William M. Tucker (Yale)	College Grammar, English Composition	T,T	Yes	
Texas Southern	John Peter Basinger (Wesleyan)	Basic Skills Workshop for entering freshman-math	T	Yes	McKinney
	Tom L. Beauchamp (Yale)	ditto-philosophy	T	Yes	
	Harriett M. Bograd (Yale)	ditto-critical thinking	T	Yes	
	Sanford Budick (Yale)	World Lit, Modern English Novel	T,T	Yes	

DRAFT

COLLEGE	STUDENT INSTRUCTOR	COURSES	TAUGHT or ASSISTED	QUESTIONNAIRE RECEIVED?	VISITED BY
	N. S. Freud (Yale)	Basic Skills etc. English	T	Yes	
	Orm Overland (Yale)	ditto-English	T	Yes	
	Vincent J. Rinella (Yale)	ditto-English	T	Yes	
	Robert Walker (Yale)	ditto-math	T	No	
Tuskegee	Robert E. Filner (Yale)	Pre-freshman program - math	A	No	Morland
	Hans H. Hock (Yale)	German	T	No	
	Liza Molodovsky (Columbia)	Pre-freshman-reading	A	Yes	
	James T.B. Tripp (Yale)	ditto-math	A	Yes	
	Henrietta Yancy (Yale)	ditto-reading	A	No	
Winston-Salem	Deborah A. Gwatkin (Wesleyan)	Basic Math, Trig	T,T	Yes	Cothran
	Jonah S. Raskin (University of Manchester)	Amer. Lit, Eng Lit, Freshman Composition	T,T,T	No	

LWD-tyi

Rec'd 9/29/64

file

Barber-Scotia College

Concord, North Carolina

Owned and Operated by
BOARD OF NATIONAL MISSIONS
of the
UNITED PRESBYTERIAN CHURCH IN THE UNITED STATES OF AMERICA

Office of the President

September 28, 1964

Mrs. Mildred M. Johnson, Director
Southern Regional Council, Inc.
5 Forsyth Street, N.W.
Atlanta, Georgia 30303

Dear Mrs. Johnson:

I am in receipt of your memorandum of September 23 in which you expressed a concern about the report on the Summer Teaching Program. I deeply regret my inability to get this report to you. I am sure you understand my difficulties, but I will have this report to you as early as I can but no later than October 5. I hope that this will satisfy you and Dr. Dunbar.

Thanking you for your kind consideration, I remain,

Sincerely yours,

Lionel H. Newsom → file
President

/mtg

MEMBER UNITED NEGRO COLLEGE FUND FOUNDED 1944

September 22, 1964

Dr. Lionel Newsom
Barber Scotia College
Concord, North Carolina

Dear Dr. Newsom:

I hesitate to write this note to you at a time when I know you must be preoccupied with getting squared away on your new job. However, we'll soon be faced with the task of consolidating the consultants' reports on the Summer Teaching Program, and my files reveal that I have not yet received yours. Could I soon?

Sincerely yours,

(Mrs.) Mildred M. Johnson
Secretary to the Director

MMJ

January 8, 1965

Dr. Lionel Newsom, President
Barber-Scotia College
Concord, North Carolina

Dear Lionel:

You will note that some of the key conclusions of this report concern Lane, Le Moyne, and Miles. They are based on the questionnaires returned by the S.I.'s and, in the cases of Lane and Le Moyne, on Tilman's observations at the Memphis conference.

I want your critique of any and all parts of this draft, but crucially need your opinions on STP at these three schools. May I suggest that rather than try to write at this date, you call me collect at a time when you can talk without hurry? I shall be in the office next week until about noon on Thursday, January 14. If you wished, you could then supplement your call with a letter.

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD:js
Encl.

February 8, 1965

Dr. Lionel H. Newsom
President
Barber-Scotia College
Concord, North Carolina

Dear Lionel:

I have to close our account for STP, so that we can collect our reimbursement for the expenditures. Please send in your expenses. As I told you on the phone, I think you should be reimbursed on all your travel.

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD:slw

April 4, 1966

Mr. Joel L. Fleishman, Director
Yale Summer High School
Yale University
New Haven, Connecticut 06520

Dear Joel:

Enclosed is a memorandum with a few reactions and suggestions for the summer program.

I have questioned some of the mechanics about the program but have the highest regard for its purposes and pertinence.

Best.

Sincerely,

Paul Anthony
Executive Director

PA/km

Enclosure

April 4, 1966

MEMORANDUM

TO: Mr. Joel L. Fleishman
FROM: Paul Anthony

In response to your letter of March 22, this is an effort to answer, at least in some part, your questions and to react to the list of schools.

1. Have institutions been omitted or put in the wrong groups? The only institution that seems as if it might be omitted is Bethune Cookman College, Daytona Beach, Florida. While I don't especially recommend this school, it is certainly as appropriate as some of the ones included. On the matter of institutions being in the wrong group, here I am uncertain as to how you arrived at the category. It does seem to me to be questionable to absolutely stipulate that three students shall come from some schools and one or none from others. For instance, why should Dillard University of New Orleans be considered as just a possibility. Why other schools, such as Tougaloo, will absolutely receive three. In this regard also it seems to me to be questionable to say that schools as different in size and background as Fisk or Tuskegee will provide the same number of students as much smaller schools such as Spelman. Finally, under this question there is a very personal interest of mine and nothing more with Miles College. I would guess, however, that some of the work being done there would

orig. memo retyped

single out Miles for more attention than most of the schools in the category "of a institution."

2. On the basis of some discussion here, we can offer a few suggestions of good people at a few of the institutions.

A. At Atlanta University, which would cover all of the schools of the AU Center, Dr. Sam Cook, Head of the Political Science Department, is an outstanding man and I would rely heavily on his judgment for approaches to the institutions in Atlanta.

B. Clark College. The President of Clark, Dr. Vivion Henderson, is a man whom I would rely on heavily. At this school also they have a new position, Writer in Residence, which is being filled by George McMillan. McMillan is doing an excellent work in teaching and encouraging students from several of the Atlanta institutions. I would certainly check with him on this.

C. Southern University. The Dean at Southern is a man with whom I have had some dealings and think highly of, Martin Harvey.

D. Tougaloo. While he is no longer there, I would guess that Dan Beittel, who continues to reside in Jackson, might be an interesting person to talk with.

E. Tuskegee Institute. There is an exchange program at Tuskegee with the University of Michigan. Several professors from the University of Michigan are in residence. They might well be worth checking with. At Tuskegee I always rely heavily on Dr. Charles Gomillion.

F. Dillard. Dan Thompson, Sociologist, at Dillard should be a man to be in touch with. He has just left Dillard and is now teaching at Emory University, Atlanta, but still should be close enough to the student body that his suggestions might be interesting.

G. Miles College. Dr. Lucius Pitts is a close friend of mine and I rely heavily on his judgment. There is also at Miles another personal friend of mine, Max Crute, Professor of Chemistry. I suspect he will have spotted the bright students in the Chemistry field.

Fred Schulze, who resides at Yale, certainly ought to be checked with on all of this, and I am sure you have, but he and his voluntary teachers sought to be an excellent source of information.

The matter of suggesting white schools is more difficult since there are so many that might be included. Just at random some that might be worth checking on are: Rollins College in Virginia, New College in Florida,

Birmingham Southern, Birmingham, Alabama; Shorter College, Rome, Georgia; Lynchburg College, Lynchburg, Virginia; Randolph Macon Woman's College, Lynchburg, Virginia.

I agree you have real cause to be excited about this project and we would like to be of any possible help.

PA

Yale University *New Haven, Connecticut 06520*

YALE SUMMER HIGH SCHOOL
2115 Yale Station
Area code 203, 787-3131—Ext. 2962

JOEL L. FLEISHMAN, *Director*

Schultz
Bethune-Cookman
Williams
New College, Fla
Fisk
Southern
Shaw
Talladega, Ala
L. E. Ala
Knoxville, Ala

March 22, 1966

Mr. Paul Anthony
Executive Director
Southern Regional Council, Inc.
5 Forsyth Street, N. W.
Atlanta, Georgia 30303

Dear Paul:

It was certainly good to talk to you on the telephone, and I urge you again to put your mind at ease about my earlier letter. As things turned out I had sufficient information for the purposes at hand.

I am really much more interested in getting information for our new program, the announcement of which I am enclosing. I am also enclosing a list of the Negro colleges from which we intend to invite applicants. They are divided into three groups. From each institution in the first group, we expect to commit ourselves in advance to take at least three students. From each of the institutions in the second group, we expect to commit ourselves in advance to take one student. To each of the institutions in the third group, we do not plan to give any advance commitment. We will ask each institution to nominate approximately three times the number of students we expect to take from the institution, and we will then interview the applicants.

Let me submit to you the following questions: Have we omitted any institution, or have we put any institution in the wrong group? At the institutions which we have listed, do you have the names of persons in whose judgment you feel you could place reliance? We need the names of people to contact informally to stimulate applications even when we are working with someone else officially at an institution. We would also want to check with such persons informally for their advice about the various people who have been nominated from the institution.

Can you give me the names of some white southern institutions, similar to Berea, and the names of some persons at those colleges from whom we could request nominations of white students? We really only need about fifteen white students, so the recruitment task should not be too difficult.

I will be deeply grateful for any help you can give us in this matter. We are very excited about this program, and believe it should be helpful in increasing the flow of qualified Negroes into graduate school. I know you agree on the importance of that task.

Many thanks for your help. I do look forward to sitting down with you for an hour or so when I'm in Atlanta. I'll give you plenty of notice.

With all good wishes,

Cordially,

Joel

Joel L. Fleishman

JLF:mfc
Enclosures

HARVARD-YALE-COLUMBIA

INTENSIVE SUMMER STUDIES PROGRAM

This summer Harvard University, Yale University and Columbia University, with the support of the Carnegie Corporation of New York, will jointly conduct an Intensive Summer Studies Program designed to identify and train undergraduates who are interested in and qualified for graduate study, but who might not otherwise plan to enter graduate school. Selected Southern institutions of higher education are being invited to nominate candidates interested in graduate work in the social sciences and in English. Approximately 100 juniors from predominantly white and predominantly Negro colleges, will be admitted to the program, which will be conducted on a thoroughly integrated basis. Students will attend in the summer between their junior and senior years.

The program will consist of three simultaneous sessions, one at each of the sponsoring institutions. After final selection each student chosen for the program will be assigned to one of these three institutions for study. The curriculum will consist of studies in the fields of economics, history, English, political science, psychology and sociology. While the programs at each institution will vary somewhat each will consist of formal course work of a demanding nature, including extensive reading, discussion and writing. Weekly seminar papers and at least one major written work for the summer will be required. In addition to the formal curriculum, a program of cultural and intellectual events will be available in the evenings.

Faculty members for the Intensive Summer Studies Program will be selected from among the faculties of the sponsoring institutions, and they will be assisted by graduate student tutors from these institutions. All expenses for the program, including transportation to and from the site of the program, will be provided. In addition, the Intensive Summer Studies Program will award, for each student, a grant to the students' present institution, of up to $500, depending on need, to help defray expenses for the 1966-67 academic year.

Students in the program will be chosen from among candidates nominated by the cooperating institutions. Criteria for admission will be: 1) a capacity for rigorous, creative, scholarly work; 2) interest in graduate study within the designated areas; 3) financial inability to obtain similar pre-graduate training through other means; 4) capacity to benefit from a summer of intensive study, both in gaining admission to graduate schools and in performing the work of the graduate curriculum.

Final selection of the participants will be made by an administrative committee comprised of representatives of Harvard University, Yale University, and Columbia University, after interviews of all candidates nominated.

Institutions recommended for 3 students each.

Agricultural and Technical College of North Carolina
Greensboro

Clark College
Atlanta

Fisk University
Nashville

Florida Agricultural and Mechanical University
Tallahassee

Hampton Institute
Hampton, Virginia

Morehouse College
Atlanta

Morgan State College
Baltimore

North Carolina College
Durham

Southern University
Baton Rouge

Spelman College
Atlanta

Talladega College
Talladega, Ala.

Tennessee Agricultural and Industrial State University
Nashville

Texas Southern University
Houston

Tougaloo Southern Christian College
Tougaloo, Miss.

Tuskegee Institute
Tuskegee

Virginia State College
Petersburg

Virginia Union University
Richmond

Institutions recommended for 1 student each

Alabama State College
Montgomery

Alcorn Agricultural and Mechanical College
Lorman, Miss.

Arkansas Mechanical and Normal
Pine Bluff

Bennett College
Greensboro

Delaware State College
Dover

Grambling College
Grambling, La.

Jackson State College
Jackson

Morris Brown College
Atlanta

Prairie View Agricultural and Mechanical College
Prairie View, Tex.

Savannah State College
Savannah

South Carolina State College
Orangebury

Other Institutions for consideration

Alabama Agricultural and Mechanical College
Normal, Ala.

Albany State College
Albany, Ga.

Allen University -- Benedict College
Columbia

Dillard University
New Orleans

Philander
~~Pinlander~~ Smith
Little Rock

Fort Valley State College
Fort Valley, Ga.

Johnson C. Smith University
Charlotte

Miles College
Birmingham

Stillman College
Tuscaluoga

Xavier University
New Orleans

April 15, 1966

Mr. Joel L. Fleishman, Director
Yale Summer High School
Yale University
New Haven, Connecticut 06520

Dear Joel:

This morning in a conversation with Mrs. Joseph Phenazee, Trevor Arnett Library, the Atlanta University Library, she happened to mention the summer program that you are directing. In this regard she mentioned that her daughter, Miss Ramona Hoage, at Fisk University is an applicant and that her daughter is a very promising young student. She is in hopes, of course, that Miss Hoage will receive a scholarship. She went on to say, however, that there was a young man at Morehouse, Thomas Frazier, who is one of the most deserving students that she has ever met. He is an excellent student from an extremely poor family and has had to struggle a great deal to remain in school. I thought it a rare thing when a mother would recommend another student over her own daughter, and was very impressed with her report of Frazier's ability and potential. Therefore, I pass it on for whatever it is worth.

Best.

Sincerely,

Paul Anthony
Executive Director

PA/km

Yale University *New Haven, Connecticut 06520*

YALE SUMMER HIGH SCHOOL
2115 Yale Station
Area code 203, 787-3131—Ext. 2962

JOEL L. FLEISHMAN, *Director*

MS

April 15, 1966

Mr. Paul Anthony
Executive Director
Southern Regional Council, Inc.
5 Forsyth Street, N.W.
Atlanta, Georgia 30303

Dear Paul:

Thanks so very much for your letter of April 4th and for the memorandum on the Harvard-Yale-Columbia Intensive Summer Studies Program.

I'm particularly grateful for your extended comments and will respond to a couple of them.

We arrived at the classification of institutions on the basis of the experience which I and several others have had in recruiting at each of them for the law and graduate schools of Harvard, Yale and Columbia. The interviews which several of us have just completed conducting on many of the campuses confirmed our classification of the institutions, with two or three exceptions, notably Tennessee Agricultural and Industrial College and Virginia Union. These should probably have been in the one student, or no student commitment groups. Dillard should probably have been in the one or three students group, and that was a clear omission which we will rectify. The classification is not of the greatest importance because we will take as many students at any institution as appear to us qualified for the program. For example, at most of the three student institutions we actually turned up four or five students whom we will probably admit. It was the rare institution, even in the one student category, at which we did not turn up more than one. On the basis of our experience this year, we will undoubtedly refine our classification and selection techniques for use both in future years of this program and in other similar recruiting activities.

You're absolutely right about Miles, and because of what we knew about the institution we sent someone to interview there, which we are not doing in most of the "other" institutions. I also talked with Ed Lamonte, a friend

of mine who is working as an assistant to the president, and with John Monro about which category Miles should be in, and they both agreed that the "other" category was the correct one for the time being.

Your suggestions of persons whom we might contact will be especially valuable in the selection process. I deeply appreciate your passing the names on to me. I had already been in touch with several of them, and Fred Schulze supplied me with a list of persons whom he had placed in these institutions along with comments on each of them.

I'm also grateful for your suggestions of white schools, and we will certainly attempt to procure students from most of the ones you suggested.

I will be in touch with you again soon. I really would like to sit down and talk with you about this and a number of other matters.

With all good wishes, and many thanks,

Cordially,

Joel L. Fleishman

JLF:mfc

Make file
" Univ. Microfilms

July 25, 1966

Mr. Eugene B. Power
University Microfilms, Inc.
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Ann Arbor, Michigan 48106

Dear Mr. Power:

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Sincerely,

Paul Anthony
Executive Director

PA/mmj
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July 8, 1966

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Five Forsyth Street, N.W.
Atlanta 3, Georgia

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Eugene B. Power

EBP/bah

Enclosure

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Emergency Convocation: The Urban Coalition

Emergency Convocation: The Urban Coalition

Washington, D. C.
August 24, 1967
The Shoreham Hotel

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A. Philip Randolph

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Pittsburgh

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Executive Secretary, Leadership Conference on Civil Rights
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Chairman of the Board, Time, Inc.
Chairman, Urban America Inc.
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The Rev. Dr. Martin Luther King, Jr.
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A. Philip Randolph
President, Brotherhood of Sleeping Car Porters
New York

Walter Reuther
President, United Auto Workers
President, Citizens Crusade Against Poverty
Detroit

David Rockefeller
President, Chase Manhattan Bank
New York

James Rouse
President, The Rouse Company
President, Urban America Inc.
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Rabbi Jacob P. Rudin
President, Synagogue Council of America
New York

Theodore Schlesinger
President, Allied Stores Corporation
New York

Asa T. Spaulding
President, North Carolina Mutual Insurance Company
Durham

David Sullivan
President, Building Service Employees International Union
Washington, D.C.

The Honorable James H. J. Tate
Mayor of Philadelphia
President, National League of Cities

John Wheeler
President, Southern Regional Council
President, Mechanics and Farmers Bank
Durham

Roy Wilkins
Executive Director, National Association for the Advancement of Colored People
New York

Whitney Young, Jr.
Executive Director, National Urban League
New York

On August 24, 1967, 1,200 leaders of American life met in Washington at an Emergency Convocation called by the Urban Coalition. The Coalition, representing business and the professions, organized labor, religion, civil rights groups, and local government, was established July 31 in response to the urgent need for action in behalf of the nation's cities.

This report includes the Statement of Principles, Goals, and Commitments ratified by the participants of the convocation. Its text follows the opening remarks of Andrew Heiskell, co-chairman of the convocation. The Statement was read by Co-Chairman A. Philip Randolph.

Following the Statement are the keynote address by Mayor John V. Lindsay and responses by Bishop John E. Hines, Roy Wilkins, Henry Ford II, George Meany, Whitney Young Jr., Joseph D. Keenan, David Rockefeller, and Walter Reuther. Also included is the text of a telegram by the Rev. Dr. Martin Luther King.

Andrew Heiskell

In this room, at this convocation of the Urban Coalition, the leadership of religion, business, unions, local government and the civil rights organizations is meeting to make a major commitment. We are here to commit ourselves publicly to an all-out effort on the part of each one of us individually and, more importantly, of all of us collectively, to turn law and principle into reality, to bring equality of opportunity to every one of our citizens.

We are here because we know that anything less will mean disaster for our cities.

But we must also be honest with ourselves, as well as our fellow citizens, by committing ourselves, not for the season, or the year, but for years to come. For even with the greatest concerted effort it will take years to reach our goal.

We are here, representing many aspects of our society, because we know that the problem is too vast and complex to be resolved by any one sector. Our joint presence is testimony to that realization.

While we are here to seek economic solutions we know also that many of the answers lie in the hearts and souls of our citizens.

We are here to determine how we can assist our various governments, many of whose inadequacies are in part the result of our indifference.

We ask ourselves how free enterprise can better participate in the social process. Not only because it *should* but because, surely, it stands to be the first victim of the failure of that process.

We ask ourselves not only whether the unions are playing the proper role in maximizing employment opportunities but also whether they could play a new and invaluable role in the chain of communications necessary to this survival of the city.

We ask ourselves whether our legislators know and care about the plight of our cities. For though this convocation is addressing itself to the future of our underprivileged it is in a deeper sense dealing with the future of urban America. We believe that the crisis of our cities requires a commitment of national resources equal to the dimensions of the problems we face. This commitment is in truth an investment in the future of our society. The failure to move on urban problems is not only socially disastrous but economically unsound. Each year of delay in funding programs will inexorably require enormously greater expenditures in the future.

Mainly we ask for a higher level of imagination, for the ability to think in terms of the future rather than the past.

Of course money is needed—much money over the years.

But we also seek other goals:

Governments that are responsive to their peoples rather than mired in their vast bureaucracies.

Businessmen who recognize that in the long term their profit statements can only be healthy by reflecting a healthy society.

And, most importantly, civic leaders who feel and care. Our commitment must clearly demonstrate our belief in social progress and true equality of opportunity for every citizen. Just as there is a growing gap between the most underdeveloped nations and our western world, so there is a growing gap between an underprivileged minority of our citizens and the vast bulk of our affluent society.

The goal of this Urban Coalition is to make clear to the nation the imperative need of the task ahead and the priorities the country must set for itself in order to achieve its goals.

Statement of Principles, Goals, and Commitments
Emergency Convocation: The Urban Coalition

Introduced by A. Philip Randolph

We are experiencing our third summer of widespread civil disorder. In 1965, it was Harlem, and the disaster of Watts. In 1966, it was the Hough area of Cleveland, Omaha, Atlanta, Dayton, San Francisco and 24 other cities. This summer, Newark and Detroit were only the most tragic of 80 explosions of violence in the streets.

Confronted by these catastrophic events, we, as representatives of business, labor, religion, civil rights, and local government have joined in this convocation to create a sense of national urgency on the need for positive action for all the people of our cities.

We are united in the following convictions:

We believe the tangible effects of the urban riots in terms of death, injury, and property damage, horrifying though they are, are less to be feared than the intangible damage to men's minds.

We believe it is the government's duty to maintain law and order.

We believe that our thoughts and actions should be directed to the deep-rooted and historic problems of the cities.

We believe that we, as a nation, must clearly and positively demonstrate our belief that justice, social progress, and equality of opportunity are rights of every citizen.

We believe the American people and the Congress must reorder national priorities, with a commitment of resources equal to the magnitude of the problems we face. The crisis requires a new dimension of effort in both the public and private sectors, working together to provide jobs, housing, education, and the other needs of our cities.

We believe the Congress must move without delay on urban programs. The country can wait no longer for measures that have too long been denied the people of the cities and the nation as a whole—additional civil rights legislation, adequately funded model cities, antipoverty, housing, education, and job-training programs, and a host of others.

We believe the private sector of America must directly and vigorously involve itself in the crisis of the cities by a commitment to investment, job-training, and hiring, and all that is necessary to the full enjoyment of the free enterprise system—and also to its survival.

We believe the sickness of the cities, including civic disorder within them, is the responsibility of the whole of America. Therefore, it is the responsibility of every American to join in the creation of a new political, social, economic, and moral climate that will make possible the breaking of the vicious cycle of the ghetto. Efforts must be made to insure the broadest possible opportunity for all citizens and groups, including those in the ghetto, to participate fully in shaping and directing the society of which they are a part.

This convocation calls upon the nation to end once and for all the shame of poverty amid general affluence. Government and business must accept responsibility to provide all Americans with opportunity to earn an adequate income. Private industry must greatly accelerate its efforts to recruit, train, and hire the hard-core unemployed. When the private sector is unable to provide employment to those who are both able and willing to work, then in a free society the government must of necessity assume the responsibility and act as the employer of last resort or must assure adequate income levels for those who are unable to work.

Emergency Work Program

This convocation calls upon the federal government to develop an emergency work program to provide jobs and new training opportunities for the unemployed and underemployed consistent with the following principles:

—The federal government must enlist the cooperation of government at all levels and of private industry to assure that meaningful, productive work is available to everyone willing and able to work.

—To create socially useful jobs, the emergency work program should concentrate on the huge backlog of employment needs in parks, streets, slums, countryside, schools, colleges, libraries, and hospitals. To this end an emergency work program should be initiated and should have as its first goal putting at least one million of the presently unemployed into productive work at the earliest possible moment.

—The program must provide meaningful jobs—not dead-end, make work projects—so that the employment experience gained adds to the capabilities and broadens the opportunities of the employees to become productive members of the permanent work force of our nation.

—Basic education, training, and counseling must be an integral part of the program to assure extended opportunities for upward job mobility and to improve employee productivity. Funds for training, education, and counseling should be made available to private industry as well as to public and private nonprofit agencies.

—Funds for employment should be made available to local and state governments, nonprofit institutions, and federal agencies able to demonstrate their ability to use labor productively without reducing existing levels of employment or undercutting existing labor standards or wages which prevail for comparable work or services in the area but are not less than the federal minimum wage.

—Such a program should seek to qualify new employees to become part of the regular work force and that normal performance standards are met.

—The operation of the program should be keyed to specific, localized unemployment problems and focused initially on those areas where the need is most apparent.

Private Employment, Assistance and Investment

All representatives of the private sector in this Urban Coalition decisively commit themselves to assist the deprived among us to achieve full participation in the economy as self-supporting citizens. We pledge full-scale private endeavor through creative job-training and employment, managerial assistance, and basic investment in all phases of urban development.

The alternatives to a massive and concerted drive by the private sector are clear. They include the burden of wasted human and physical potential, the deterioration of the healthy environment basic to the successful operation of any business, and the dangers of permanent alienation from our society of millions of citizens.

We propose to initiate an all-out attack on the unemployment problem through the following steps:

—In cooperation with government, to move systematically and directly into the ghettos and barrios to seek out the unemployed and underemployed and enlist them in basic and positive private training and employment programs. We will re-evaluate our current testing procedures and employment standards so as to modify or eliminate those practices and requirements that unnecessarily bar many persons from gainful employment by business or access to union membership.

—To create a closer relationship between private employers and public training and emergency employment programs to widen career opportunities for our disadvantaged citizens. To this end, we will proceed immediately to promote "Earn and Learn Centers" in depressed urban areas that might well be the joint venture of business, labor and local government.

—To develop new training and related programs to facilitate the early entry of under-qualified persons into industrial and commercial employment.

—To develop large-scale programs to motivate the young to continue their education. Working closely with educators, we will redouble our efforts to provide part-time employment, training, and other incentives for young men and women. We also pledge our active support to making quality education readily accessible to deprived as well as advantaged young people.

—To expand on-the-job training programs to enhance the career advancement prospects of all employees, with particular emphasis on those who now must work at the lowest level of job classifications because of educational and skill deficiencies.

We pledge to mobilize the managerial resources and experience of the private sector in every way possible. We will expand part-time and full-time assistance to small business development. We will strive to help residents of these areas both to raise their level of managerial know-how and to obtain private and public investment funds for development. We will work more closely with public agencies to assist in the management of public projects. We will encourage more leaders in the private sector to get directly and personally involved in urban problems so that they may gain a deeper understanding of these problems and be of greater assistance.

We pledge our best efforts to develop means by which major private investment may be attracted to the renovation of deteriorating neighborhoods in our cities. We will explore and encourage governmental incentives to expedite private investment. We will develop new methods of combining investment and managerial assistance so that the residents may achieve a leadership position in the development of their areas.

Housing, Reconstruction, and Education

This convocation calls upon the nation to take bold and immediate action to fulfill the national need to provide "a decent home and a suitable living environment for every American family" with guarantees of equal access to all housing, new and existing. The Urban Coalition shall, as its next order of business, address itself to the development of a broad program of urban reconstruction and advocacy of appropriate public and private action to move toward these objectives, including the goal of rehabilitation and construction of at least a million housing units for lower-income families annually.

This convocation calls upon the nation to create educational programs that will equip all young Americans for full and productive participation in our society to the full potential of their abilities. This will require concentrated compensatory programs to equalize opportunities for achievement. Early childhood education must be made universal. Work and study programs must be greatly expanded to enlist those young people who now drop out of school. Financial barriers that now deny to youngsters from low-income families the opportunity for higher education must be eliminated. Current programs must be increased sufficiently to wipe out adult illiteracy within five years.

This convocation calls upon local government, business, labor, religions, and civil rights groups to create counterpart local coalitions where they do not exist to support and supplement this declaration of principles.

This convocation calls upon all Americans to apply the same determination to these programs that they have to past emergencies. We are confident that, given this commitment, our society has the ingenuity to allocate its resources and devise the techniques necessary to rebuild cities and still meet our other national obligations without impairing our financial integrity. Out of past emergencies, we have drawn strength and progress. Out of the present urban crisis we can build cities that are places, not of disorder and despair, but of hope and opportunity. The task we set for ourselves will not be easy, but the needs are massive and urgent, and the hour is late. We pledge ourselves to this goal for as long as it takes to accomplish it. We ask the help of the Congress and the Nation.

The Honorable John V. Lindsay

We meet today not to express concern, though we care deeply.

We meet not to debate, though we seek solutions.

We meet today to formulate action.

The seeds for today's meeting were planted some nine months ago when the late Stephen Currier, as president of Urban America, sought new ways to improve the life of our cities. Steve Currier's deep personal concern resulted in a meeting with 15 mayors from across the nation to discuss the development of a strategy to increase the national commitment to solving city problems. That meeting was held last January.

Its major recommendation was for the formation of an Urban Coalition composed of leaders from business, labor, religion, and civil rights who would join with the mayors to raise a national voice on behalf of the cities.

Today's meeting is the culmination of that process. That coalition must now be forged.

Our task is not to recount the tragedy of urban violence or to deplore its causes. Our message to the nation is not a new one. We shall let others lead the nation in rhetoric. Our mission is straightforward:

We are the beginnings of a national coalition of those with a stake in the city and its people. We must have the will to act.

If words have failed to create a national awareness about the agony of an urban slum, they have too often succeeded in arousing false hopes and unfulfilled expectations. Many new programs have been oversold. Some have been offered as the means of ending poverty, wiping out slums, or curing illiteracy. We routinely are dazzled by the trappings of new programs and then disappointed by their performance.

When these claims are followed by increased urban violence, much of America concludes that the programs "just don't work" and "just don't matter." But the poor, whose daily lives are left unchanged, are frustrated anew by more empty promises.

Perhaps this coalition must demand first a new atmosphere of candor. We must hold each program up against the yardstick of the awesome need for jobs, for homes, and for classrooms. We must no longer promise cures in months when we know treatment will take years or even some decades.

In short, we must close the gap between promise and performance.

For the problems have their roots deep in our national history and the tide is still running against us in the cities. For fifty years this nation has witnessed a mass migration of poor, uneducated and unskilled Negroes from the rural South to the cities of the North. In the past 15 years alone, five million Negroes have followed this well-worn trail.

In a similar period, over four million Spanish-speaking migrants from Puerto Rico, Mexico and Cuba have become a part of this nation—in New York, of course, but also in Florida, Texas and California.

And every year the ghettoes grow by another half million people.

The problems caused by this growth are not issues for partisan political advantage, nor the responsibility of any single administration. These are truly national problems, from which no city, no state and no citizen can escape.

This coalition consists of outstanding citizens from all walks of life. We can take pride in our efforts to improve the cities. But few of us, I fear, have worked long enough and hard enough.

Few of us have accepted personal responsibility for urban progress and have pursued it vigorously in business, social and political endeavors.

We must translate the present urban crisis into immediate and personal terms.

We must perceive its consequences within a national perspective.

Simply stated, the system which has worked so well for most of our citizens is failing the poor. We in this room have an enormous stake in free enterprise and representative government—the very principles threatened by this crisis. For millions of Americans have no real stake in the present social order and economic system.

The people in the ghetto have found barriers to decent housing, to union membership, and to corporate employment. They often are members of a broken family and almost always the product of an inferior school system. For them, the promise of American affluence is as close as a television set and as remote as 100 years of poverty and prejudices can achieve.

Every city in this nation is crowded with the despairing and the disaffected. They are not fighting a man, a program, or a symbol. They are challenging a system and a society which has failed to respond to their needs.

In the past, this society has proved adaptable to the most severe pressures, internal and external, depression and war. Today we again are asked to fashion a response to a comparable national emergency. Again, we look first to the private sector to demonstrate its ability and willingness to lead in a time of national crisis; to serve the nation by meeting the employment and capital needs of the ghetto.

Only the concerted action of the advantaged Americans, beginning with those in this room, can make this happen.

It will require sacrifices in dollars and in comfort.

It will require each of us to contribute to the Urban Coalition in our individual and institutional capacities.

This coalition offers no panaceas. Our Statement of Principles proposes no simple solutions. But it commits each of us to action.

This coalition must mobilize itself to tap unused resources throughout the community:

—Mayors must establish direct communication with ghetto residents—to bring them into the mainstream of American life. We should take as our special mandate the seeking out of those sources of tension—those youths under 25 who possess the power to spark either creative change or fiery holocaust.

—Labor must break down antiquated and artificial barriers to apprenticeship and membership. The skills which have been long developed and closely guarded must be passed to those who lack the means to earn a livelihood.

—Business must undertake an aggressive campaign to recruit and train the unemployed and underemployed. We need affirmative programs, with new employment standards, more flexible testing procedures and new job classifications.

—Religious leaders must support the efforts of the central city poor, and not be content with a conscientious—yet often theoretical—concern for their woes. Our churches must bring together the despairing slum-dweller with the affluent suburbanite—bridging the critical geographic and economic gap which remains unaffected by any governmental program.

All of this implies a personal will to act on the part of each of us. We must seek the same will in the nation at large. Whatever one might think of the competing demands on the nation's resources and attention, it is clear by any standard that urban needs are being short-changed. The riots receive more than their fair share of press coverage, but programs aimed at their causes are slighted. They are the first priority of congressional investigations, but not of congressional legislation.

We will not change the stark realities of ghetto life by merely increasing the appropriations of present urban programs. No doubt this is necessary. But we must have new and bolder steps.

The people of the ghetto, based on my experience, want visible signs of change—tangible proof that this nation views the urban crisis with a sense of urgency and is doing something about it.

This coalition proposes an Emergency Work Program with the creation of one million jobs for the presently unemployed.

This alone will not solve our urban crisis.

It alone will not end the rioting.

But it will be a symbol of good faith by the Congress and the Administration—and, therefore, by the nation—that we intend to act. Such a program must be the first step in a series of innovative, massive, urban measures.

This coalition has committed itself, as its next order of business, to the development of a broad program of urban reconstruction. This will mean a vastly stepped-up program of housing and public facilities construction.

Much of this must be done by the private sector, with appropriate governmental incentives.

We have issued a call for private investment in the ghetto. Much can be accomplished on a voluntary basis. But we must also develop a broad new program which will make it economically attractive for businesses to locate in the ghetto, just as we have made it lucrative for them to enter certain foreign markets. Only governmental incentives can stimulate the necessary level of private ghetto investment.

We need only look at the streets of urban America to get a sense of the need for programmatic innovation. We are speaking of a national emergency as serious as any we have faced in world affairs.

It has reached the point where we must respond accordingly. Let us rise above the arena of partisanship and sectionalism. Let us all—Republicans and Democrats, from North and South alike—agree on the need for immediate action. And let us together take the necessary steps.

Some say that we are powerful enough to meet our pressing urban needs without reducing our other commitments—national, international and interterrestrial.

If that is true, let's do it.

Let's meet the challenge to our urban civilization honestly and forthrightly, with programs strong enough to match the magnitude of our problems.

Our international commitments should not be allowed to weaken our resolve at home. If our defense commitment, our commitment to space, or any other commitment made before our urban areas were beset by agony are blocking a vigorous effort to end those agonies, those commitments should be reassessed.

Our priorities, as I and other Mayors have argued, should be reordered.

It is possible that this country will take a different course—that a reaction will set in across this nation not only against the lawless hundreds, but against the law-abiding thousands as well. Progressive measures might be cut back and denied to avoid the risk of rewards for the rioters. This country might take that vengeful course.

But when vengeance is done, the slums will still be with us. They will be no less fetid, depressing and explosive than they were before. The only change will be that with each passing month, all of it will be worse —more festering, more inflamed, and infinitely more perilous.

My belief—and I think it is shared by the mayors of this country—is that a national policy of retribution will not curb rioting.

But it could cripple those of us who are charged with the responsibility for the cities where rioting has broken out—or can erupt at any time.

In the years ahead, this meeting may be evaluated on our response to the gravest domestic challenge since the Great Depression of the Thirties.

Will it be said that we lacked the skills to solve our problems?

I think not.

Will it be said that we lacked the resources?

Of course not. It can only be said that we lacked the will.

But do we?

To respond effectively, I must—to employ a verb I have urged upon others—review my own rhetoric:

For what I have said so far lacks immediacy.

It has not been specific.

It has not answered the questions that all of you would like to ask. One might be:

"What do you want us to do?"

Or: "What can we do to help?"

Or, more pragmatically, "What is this coalition all about?"

I think that this gathering, this coalition, one possessing the capacity to influence, persuade and govern millions, should begin by thinking in terms of one.

One man. One woman. One child. One job. One home.

One human element of the environment we call a ghetto or slum.

I hope that you take everything that I have said, everything that you have read, everything you have seen, and everything you will hear at this conference and apply it to one human being.

I'd like you to find that individual and make it your task to bring him out of the slums—to make him part of the other America, the one all of us live in.

Specifically, I suggest that as the nation's leaders in business, in labor, religion and education, you can enable every division, every chapter, every parish and every affiliate, to undertake that task.

It's not going to be easy. You'll have to find him, And what you find may not be to your liking. He may be illiterate. He may be indifferent or antagonistic. But you can try, and my city—and I believe this can be said of any city—will do everything in its power to help you.

For what we are talking about is more than providing jobs; we are talking about the introduction to our affluent society of those who have been excluded from it because we simply haven't taken the trouble to do the hard, unrewarding work that is needed to overcome that exclusion.

I'm not talking about enlisting a cab driver who lives in a house with a clipped lawn and a new car in a training program for tractor drivers. I'm talking about the bedrock poor, whether they live in Harlem or in Appalachia, and what I'm recommending is an intensive, 24-hour program, carried on for five days a week and, if necessary, a full seven.

For the harsh fact is that if we truly want to conquer poverty in this country, we're going to have to teach people to read and write . . .

To learn what bus will get them to work . . .

To assure them that their children will be cared for during working hours . . .

And to encourage and inspire them so that they can overcome the very real and poignant burdens that the poor undertake when they strive to break out of poverty.

In any event, they need our help, and we cannot wait for them to ask.

Each corporation, each labor union, must begin now—to employ the unemployable, to train them, to work with them night and day, to move them forward. This is our responsibility.

If ach of you would initiate the program I have suggested—urging and persuading each one of your jurisdictions to do what I have outlined—we could accomplish what no one has accomplished; we could conquer the social and economic apartheid that exists in our nation.

Halting violence in the streets cures only a symptom. Our larger interest should be in restoring health and pride to those who abhor the riots, but who need our help if they are to take their place in an affluent America. To do that, they need encouragement, they need jobs, they need recognition, they need all the elements of pride.

Pride may open the doors that have been closed to us by the ghettoes.

It works both ways, you know; when we despair about our ghettoes because we have despised and discriminated against them, we should consider that in the slums it is we who are excluded and hated—and for reasons perhaps better than ours.

But if the power gathered together in the nation's capital today can and will devote its talents, intellect and conscience to a dispersal of the concept of oneness, then this coalition will have justified its title as well as the hopes that its sponsors have placed in it.

For this is an historic moment. Never before in our nation's past has such a broad and powerful group of private citizens joined cause on an issue of public concern. We must make certain that the resources represented here today are mobilized for the betterment of our cities.

It would be all too easy for this coalition to become just another well-intentioned, crisis-inspired, one-day attempt to spark urban change. We should be realistic about what can be accomplished here. We cannot solve anything today. But we can make a beginning.

We must deliberately set in motion the undramatic but essential machinery which can carry our commitment forward beyond this meeting. We shall need formal organization, dedicated leadership, and financial support.

We immediately should formulate specific guidelines which can be followed by every business in the land to implement the pledges of the private sector as proposed in the Statement of Principles. We must provide technical assistance and an information clearinghouse that can make this possible.

We must organize vehicles for change in local communities which will adopt and act upon the goals of this coalition. One promising approach is the formation of local coalitions in cities and regions throughout the country, each with a membership that parallels our own. These coalitions can marshal a community's resources to do battle with urban blight.

We must consider ways and means of establishing regular communication with the Administration, the Congress, governors and state legislatures. We should be equally ready to support government officials when they lead on urban problems and to prod them when they fail to act. All of this must be a major topic of our deliberations this afternoon.

This coalition must strive for a new unity. We must transcend our geographic, economic, and social differences and unite around our common cause. For if today we can set in motion a new force for urban change, then this convocation will mark the renewal of hope for the American city.

More than ever before the choice is ours.

More than ever before the choice must be made here and now.

The Right Reverend John E. Hines

It is with genuine reluctance that I attempt to speak as a representative of the "religious community" to the critical and, I believe, decisive issues made painfully unforgettable in the shock and horror and loss of a rioting people in the cities of this land. I am reluctant because no one person can speak for the so-called religious sector or community—a description which, incidentally, I cannot defend.

I am reluctant because the image of the churches, at least in the years past, too often has been one of a moral and spiritual bastion from which, from time to time, have been issued divine directives and ethical judgments to which men and women have been called to conform or run the risk of being irretrievably lost. While this is a caricature of the churches and will be recognized as such by people of a broad understanding, like all caricatures there is enough truth showing to prove a point. And that point is not reassuring.

I am reluctant because mere human beings seem entitled to convincing answers to the dilemmas and frustrations and agonies of people imprisoned by desperate circumstances from a channel of God's mighty intervention in His world of men, in justice, love and reconcilation—which channel historically the churches have claimed to be—and I am reluctant because we of the churches have demonstrated that we do not have the answers, at least not in the form of discernible specifics, to alleviate the basic hopelessness, the despair of becoming, the powerlessness, and the loss of human dignity which are clearly the root of the Negro's rebellious protestations and subsequent violence.

No, I am afraid that we have unwittingly, perhaps, demonstrated that we are part of the problem inasmuch as the sickness of our society is our sickness, too. And our brokenness, highlighted by our fears for our own survival, for our institutional status, our insularity from the suffering and hostility of so many members of the human family, betrays the fact that, far from being equipped to exercise the role of the physician to the illness of mankind, we should be sensitive to the biblical injunction, "Physician, heal thyself!"

Let us be honest and acknowledge that we are here primarily because we have been shocked and bewildered by the horror that is Watts and Newark and Detroit and Milwaukee and New Haven and other urban centers of a nation whose forefathers fought for the right of self-determination, for the rights and dignity of every human being, for freedom under law, for deliverance from discrimination and for a dream which for nearly two hundred years now has been a torch to which the oppressed and shackled, in their darkness, could look up in hope. We are here because violence has rudely shattered our complacency about something very basic, something regrettably, we have taken for granted.

Let us be clear that lawlessness and violence are frightfully destructive and are not to be condoned as such. But let us be equally aware that men can become prisoners of the law unjustly, for the process of law which is abused into an instrument of oppression by insensitive men of power, thus rigidly prohibiting the rightful process of change which could bring healing to the body sores and spiritual cancers that affect humankind, soon faces the rude awakening, namely, that desperate and despairing human beings will revolt against the tyrannous character of such law, inasmuch as they have no other recourse open to them by which their wrongs can be redressed. The beneficiaries of order and domestic tranquility must understand this, indeed must learn to deal sympathetically and constructively with it without hypocrisy, without illusion, and without pretense, and to respond to the violence of frustrated hopelessness. For the application of increased restrictive power only is to compound the root causes of alienation, abandon the responsible role of reconciliation and destroy the God-given bonds of relatedness by which men belong to each other inseparably, irrevocably.

Bishop Hines represented the National Council of Churches.

Secretary General U Thant has said, "The truth, the central stupendous truth about developed countries today is that they can have—in anything but the shortest run—the kind and scale of resources they decide to have. . . . It is no longer resources that limit decisions. It is the decision that makes the resources. This is the fundamental revolutionary change—perhaps the most revolutionary mankind has ever known." I believe those words are accurate. I believe their truth places a moral question of unprecedented dimensions before the conscience of America. It is no longer a question of whether we shall do a few good things for the victims of a kind of givenness composed of powerlessness and poverty and hunger and rats and illiteracy and unemployment and second-class citizenship and hopelessness so deep it can find expression only through riots and destruction. The question now is: Shall we mobilize our capacity for wiping these shameful conditions off the face of this nation and off the face of this planet or shall we unwisely and regrettably choose other priorities? For the first time in history we are called to leadership and responsiblity in the possession of the capacity to eliminate the basic conditions themselves.

In December, 1966, the General Assembly of the National Council of Churches of Christ in the U.S.A. adopted the following resolution:

"Whereas, we recognize that millions of persons are living without access to an equitable share of our nation's abundance in terms of adequate housing, education and job training employment, as well as health and medical services; and

"Whereas billions of dollars of our nation's economic resources and a concentration of manpower resources are required to establish full equality of opportunity; and

"Whereas our present set of national economic priorities of defense, space exploration and the production of super-sonic air transport must not be allowed to impede the achievement of social justice for people; therefore be it

"Resolved, that we, the General Assembly of the National Council of the Churches of Christ in the U.S.A., call upon the President and the Congress of the United States to use our nation's economic resources so as to give the highest priority to programs designed to provide for full equality of opportunity."

We need the kind of government programs which reflect a massive change in national priorities and we need the kind of funding that will prevent these programs from becoming empty promises only. The execu-

tive and the legislative branches of our government have a clear responsibility. But unless the private sector similarly changes its own priorities, the task will not be accomplished. Recognition of ghetto community organizations as legitimate agents of the poor, costly motivational and training programs for the unemployed and the underemployed, location of manufacturing plants where jobs are needed, upward mobility for our Negro brethren—all these are overdue. The religious institutions are beginning to awake a little bit to their obligation to invest the large sums in their care according to the prime criterion of responsibility to the total community and all of its citizens.

It would be refreshing if this convocation, facing its responsibility seriously as I know it will, would be emphatic and unequivocal about the right of the poor to power, and to an effective voice in the decisions that affect their destiny. The more we permit the dilution of the principle of "maximum feasible participation," even in a gathering such as this, or, more importantly, in legislation designed to aid the poverty-ridden sector of this country, the less credible we appear to men and women struggling in their misery—and the less likely we are to build our part of a bridge between the alienations. The basic dignity of man depends on and demands of us a new style of operation in which we confess our lack of answers and acknowledge our lack of right to prescribe what is good for our brothers! For the best of well-intentioned programs is doomed to failure if it does not from the outset involve those whom it would benefit!

Someone has suggested that the tremendous job that stands before us depends almost entirely upon two factors: men and money. His point, in part, is that enormous numbers of people must be recruited to do a tremendous variety of jobs simultaneously; there can be no doubt about that. What is less distinguishable is that any amount of money can make the decisive difference. What Detroit, for example, seems to be telling us is that poverty is more a state of mind than a state of material want. This is what the great prophets of the biblical tradition also have said.

What makes poor people poor, most of them also black, as Mr. Roy Wilkins has reminded us, is a kind of anguished culture that is almost impossible for people outside to comprehend. To which the editor of *Commonweal* adds, "The anguished culture refers to the fact that vast numbers of black Americans and particularly their dynamic nucleus, the youth, feel no sense of identity with this nation. Their sights were encouraged to broaden when the Supreme Court decision of school integration 13 years ago came about but the realization of identity has not accelerated apace. Perhaps they are earning more money. Perhaps more of them have jobs. Perhaps a training for skilled posts but they do not really belong in the white man's society and that is what hurts infinitely more than whatever solace is offered by their material improvement."

What is being said is that no antipoverty program will work unless and until poverty itself is redefined and ministered to in human rather than material terms alone. Only God-filled men and women, God-filled institutions, can really help to affect this basic problem.

The religious community is slowly stirring to its enormous potential for taking part in God's creative action in society and in history. We are beginning to understand that it is only through our sharing and the pain and suffering of the dispossessed and the despairing that our own renewal can possibly come to be. This meeting itself is a sign of hope, but let us take care that it not turn out to be just another chapter in the story of hopes created and then snuffed out. For we are in a moment of passing grace that God has given us and that may never recur, and in which we are given the priceless opportunity to gather to act.

Only two days ago John McCone testified before a Senate Committee that racial strife in America could destroy our nation. I think this says in the fewest possible words how urgent it is that we throw overboard all of our routine approaches to this problem. What is posed here is not merely the salvation of a segment of our population, as important and as valued that segment may be, but the life of the nation itself. It is proper, it seems to me, that the emphasis here, in the excellent keynote address and the mood of this Coalition, is on employment and on the correcting of the notorious inequalities that exist there; inequalities made more glaring and more intolerable by the affluence all about.

You cannot read of two-car families and three-car families and four-car families, and yachts shuttling back and forth to the corners of the earth to spend a few days on the beaches, when you have no one car, no half a car, no refrigerator, no food, and few clothes; and when receptionists tell you that the job was filled today. So the emphasis is properly on jobs. But there is an emphasis also on the slums, and on housing, on the conditions under which men live—and upon education.

And this is my particular thesis. Only after we have reeducated, revamped our educational system to take care of the needs of this submerged section of our population—a section that we have neglected and pushed to one side and forced into a development of a culture alien to our own standard of values—only until we revamp that educational system from the bottom up—not from the top down—will we be able to talk to these people and to share with them the hopes and the ideals of the America we dreamed about. The saving of the nation depends upon an appreciation of its value by all the people in the nation. If you read the history of our country and it has no meaning for you or your family, and you read the ideals of our country which are great, luminous and enduring, and they mean something to other people but not to you, and if you read about democracy and rising upon ability while you are suppressed and held down, then you read the words and leaf through the books; you are not being educated, you are not becoming an American.

Of course, with this has to go the expansion of the opportunity once one is educated. The two go hand in hand. If you learn what democracy is and you get an opportunity to participate, the process is complete.

These are old goals to those of us who have worked in this field for so many years, not prior to this election or that election, not on behalf of this candidate or that candidate, not in response to this or that crisis but simply because we believed in the people that we were dedicated to represent. We believed in their cause and year in year out we pleaded that cause. Often it fell on deaf ears and often the responses were in crisis situations.

Forty years ago James W. Johnson, who was a diplomat and editorial writer for the New York *Age*, a poet and later the Secretary of the National Association for the Advancement of Colored People, said simply, "The crusade for dignity for Negro Americans is a crusade to save black men's bodies and white men's souls." And that expression of forty years ago could be the expression over this hallway because that is still the task. Let us pray that we have not begun too late.

Henry Ford II

First, I want to endorse the Statement of Principles, Goals and Commitments of the Urban Coalition. Our country today faces its greatest internal crisis since the Civil War—a crisis which demands no less than a massive national response.

The violence sweeping American cities is both a symptom of deeper ills and a critical problem in itself. Security of person and property under law is the keystone of justice for all men. The law must therefore be enforced and violence must be suppressed firmly and quickly whenever it erupts.

Though essential, enforcement of the law is not a sufficient basis for a just society. Equal justice is possible only when the law is obeyed freely and voluntarily. When violence must be countered by violence, justice is the first victim. In the heat of street warfare and its aftermath, the innocent often suffer and the guilty often go free.

When violence gains a foothold, it breeds injustice and hatred and further violence. The gravest danger we face is that this self-generating process may go unchecked until it tears our nation apart. To break the circle, we must attack the conditions of urban life which nourish hatred and lawlessness. This means, first of all, that we must find the way for all Americans to share fully in all the freedoms and opportunities our heritage promises.

The burden of fulfilling that promise is falling more and more on the already overburdened shoulders of municipal government. But the problem is not a city problem. It is a national problem with nationwide roots and the gravest of nationwide consequences. It can be attacked successfully only by a national effort embracing all segments of our national life, including business.

The primary contribution of business, of course, is to provide genuinely equal opportunities for employment, training and promotion. Much has been done along these lines, but much remains to be done—both by business and by those unions that still restrict membership on the basis of race.

In the past few years, many companies have been seeking other ways to help resolve the urban crisis. Some have participated in urban renewal and job-training programs. Others have made their managerial talents and problem-solving skills available to city governments. That business must help is no longer in question. How business can contribute most effectively will have to be worked out experimentally. I am sure we all have much to learn. In Detroit, we have established a committee, comparable to the Urban Coalition, to develop ideas for mobilizing community resources to rebuild our city, both physically and spiritually.

We must recognize, however, that nothing we can do will provide quick answers to the root problems. We must move quickly and vigorously, but be prepared for a long, slow and painfully difficult task—a task that will be all the longer and more painful if our impatience leads us down impractical and unrealistic paths.

Even more basic than the responsibility of business to provide equal job opportunities is its responsibility to stay in business so that it can provide jobs. No business can survive if it neglects the axioms of sound management. Business cannot hire more people than it needs, or hire people who are not qualified to do useful work, or hire people for more than their work is worth. This means that the key to equal economic opportunity is vastly expanded and improved education and training for those who now receive the least and poorest preparation for a productive life.

In this connection, I think it is essential for business, government and unions to consider how current policies and practices can be modified to make it less costly for business to hire and train poorly qualified people.

Other policies and practices which make it difficult for private industry to respond to the needs of the poor should also be reviewed. For example, outmoded building codes and union restrictions on new techniques and equipment raise building costs and often make it impossible to build low-priced housing at a profit.

Some may feel it unseemly to mention cost and profit when urgent human needs are involved. The profit motive is a powerful force. It must be maintained, and it can be used effectively to help solve the urban crisis.

This is not, however, a justification for business as usual. These are unusual times and they demand unusual efforts and unusual sacrifice from every individual and organization that has the power to help.

George Meany

We welcome this opportunity to affirm the full partnership of the AFL-CIO in the Urban Coalition and to reaffirm our support for the objectives set forth in the statement of principles, goals and commitments presented by Mr. Randolph.

In the truest sense, we have been here for a long time. We were not brought here by the riots; it might even be said that we are here in spite of the riots. The course of a free society should not and must not be swayed by criminal acts—mob violence, arson, looting and murder. Neither should it be swayed by revulsion against these acts. We apply this same standard to ourselves.

Every one of the needs set forth in the statement was long ago identified and exposed by the AFL-CIO. Every one of the measures now offered has been urged by us in the past. The difference is simply this: What we called for as necessary and proper, to assure continuing progress toward a better society, has been transformed by inadequate action into a crash program.

This is not said in recrimination, but to emphasize the wide gulf between recognition and fulfillment—between a statement of principles and their implementation.

The most eloquent words and the most sincere avowals of good intentions are meaningless in themselves. It is heartening to see in this convocation so many leaders with influence and power in every segment of American life. It is encouraging to see that they have been awakened to the deficiencies and the injustices that persist in today's affluent society, and are publicly committing themselves to their correction.

This concern, this commitment, must now be translated into action. That will be harder.

Obviously the first arena will be the Congress, where we have fought so many lonely battles. But beyond the Congress are the state and local governments, many of which have far worse records. To cite only one example: Housing is one of the most urgent needs; not just open housing, but adequate housing for low-income families. Congressional authorizations have been shockingly inadequate. Yet even more shocking is the fact that much authorized housing has not been built, because of the apathy of local governments and the resistance within some communities.

This is one barrier that surely could not stand against the combined forces represented in this room.

Of course, as the statement rightly recognizes, the key need—more immediate than housing and all the rest—is jobs at good wages for all. We have stressed this basic truth time after time; we have related it to every phase of social progress, from civil rights to education.

And to meet this one overriding need, America must have as a matter of first priority—as this statement clearly recognizes—one million jobs in socially productive work for the presently unemployed. And America must have these jobs right now.

A sweeping, all-embracing attack on urban problems, including short-range remedies and long-range cures, was overdue long before the first rioter threw the first stone. But such an attack, as we in the AFL-CIO are painfully aware, requires the mobilization of many separate forces into many individual campaigns, large and small. The great, broad goals capture the imagination and inspire the spirit; the smaller engagements, like a clash between Army patrols, are meaner, without glamour—but completely indispensable.

In a word, we must all go forth from here, not merely with a program, but with a determination to fight for it—to fight harder for it, on every front, than ever before. And I say this, not only to those newly involved, but to the labor movement as well.

I assure you, we ask for no special dispensation as veterans. We must do more and do it better. If that determination is ingrained in all who are here today, this coalition can build the foundation for America as it ought to be.

That this coalition of American leadership has come together is profoundly significant. It can be our greatest hour of hope or it can be our greatest hour of shame. What we say here is extremely important but what we do when we leave here is even more important. This meeting we hope will move us from pledge to performance, from hope into reality.

The people gathered in this room have the power, the resources, to turn this country around at this critical moment in time. The one intangible thing—only you as individuals can answer it—is whether you have the will, and whether you care.

There has been much discussion in the past few weeks and months that established Negro leadership has failed and has lost influence. Historians will point out differently. They will point out that it is a miracle that established leadership has for so long a time enjoyed the support of Negro citizens—living as they are in squalor, poverty and unemployment while still retaining their hope and faith in the society. Responsible leaders among the Negro community have not failed. We have been failed by responsible white leaders who have not responded to us.

The task that you take on will not be easy, the numbers of the oppressors continue to mount strangely enough among those who themselves are but one generation removed from welfare, who are the most callous, the most indifferent, the most unsympathetic to the plight of those who have been left behind. What is needed here is leadership. Our big enemy is still silence and indifference and apathy.

As one of my colleagues in the Urban League, Bill Berry, said, "Maybe we need a new cliché." Law and order may not be what we are talking about at all and may be a completely unrealistic concept. Hitler managed to bring about the greatest order known to men with his Storm Troopers and his Gestapo. After having accomplished that feat in bringing about order, he proceeded to use it to exterminate six million Jews. We are not after order; we are after justice. It is law and justice. Without justice we neither will have nor do we deserve order. If we can but bring ourselves to be as aroused about the inciting material and climate found in our community as we are with the incitors, then we need not worry about the incitors.

Rap Brown did not cause unemployment in the country. Rap Brown did not put Negroes in ghettoes. Rap Brown did not perpetuate upon Negroes inferior education. This was done by other people in the society and it is to the other people that we must look rather than seek the excuses of the excesses of a handful of people found among Negroes. If white America with all of its power—Army, Navy, Air Force and all of the important offices in the country—have not been able to suppress the crackpots among the white society—the Klan, and all of the other people—how do you expect us with limited power and no resources to eliminate any crackpots from our midst?

I insist that the Negro has as much right to have his extremists as anybody else. If some of you are getting upset looking at Negroes who are acting ugly, I submit to you I have been long upset looking at white people acting ugly. It is criminal to loot, to snipe. It is criminal to riot. But it is equally criminal not to hire a man because of his color, not to let him live in your neighborhood.

Finally, I stand before you as the representative of a people who have been in this country for over 400 years. A people whose sweat and toil helped build this country, whose music gave it a soul, whose architects and lawyers and doctors have made great contributions, whose bones lie across the face of this earth fighting in defense of this country and who today are dying in Vietnam at a rate far out of their proportion to the population. It is not right that in our society the greatest freedom that exists today is the freedom to die in Vietnam! If one can die in Vietnam, one must be able to live—and as people—in this country.

The Negro has said in a thousand ways that he believes in America in spite of his difficulties, his obstacles. In all of the ways I have described, time has now come for responsible, intelligent, sensitive, humane, decent human beings to say to the American Negro "I believe in you" and demonstrate it tangibly. We got ten thousand jobs yesterday in Detroit. Those jobs were there before the riots. Are we going to have to wait for riots in other cities to find jobs?

An ancient Greek scholar was once asked, "How do we achieve justice in Athens?" to which he replied, "We shall achieve justice in Athens when those who are not injured are as indignant as those who are," and so shall it be in America. Then, and only then, will we achieve justice in America: when the people in this room become as indignant as those who are actually suffering the daily indignities and humiliations the Negro people suffer. That you are here is an indication that that first step has been made. I have faith in the success of this venture.

Joseph D. Keenan

I think that one of the most significant things about the Urban Coalition and this convocation that we have called is the different elements of our society that are represented here. I am delighted at the make-up of the coalition. It represents groups which have not always seen eye to eye on many issues. And I am pleased to have business, labor and the other groups working together to help our cities and their people.

This convocation is a call for action. Calls to action are not new. But the alliance of all the different elements represented here *is* new, and very significant. I think it shows that we have reached the point of common sense in dealing with our most pressing problems. We are united in our sense of urgency. We are united in our call to Congress and to the nation to act now on our urban problems and to provide equal justice, equal opportunity and equal progress for every citizen.

For some of the segments represented here, a public commitment of the kind we are making today is a new experience. Labor welcomes their involvement. But we couple this welcome with a warning that they may expect to face the same kind of attacks from some quarters that labor has faced for so many years.

This kind of commitment is not a new experience for labor. We committed ourselves a long time ago to the job of helping to find answers to the kind of problems we're talking about today. Labor's attitudes and activities are a matter of record. We pointed out needs; we proposed ways to meet them; we recognized the need for Federal Government action to solve many of our nation's problems. And we made ourselves downright unpopular with a number of groups in our society.

But this has not deterred us. We are here today to reaffirm our commitment, and with an even greater sense of urgency. We hope that whatever opposition they may face will not deter those who are involved for the first time in this kind of commitment.

There is always opposition to calling on the government to help in solving our problems, even when they become national in scope. But these urban problems are too big and much too complex for local governments and other local groups to handle on their own.

Furthermore, the unplanned explosion of our metropolitan areas—and many of the urban problems it has generated—has crossed the boundary lines of cities, counties, and even states.

It is going to take a massive national effort to meet these problems and rebuild our urban areas—where some three-fourths of our population now lives—and provide enough jobs and training, enough decent housing, enough community facilities and enough public services to meet their needs.

The time to start this massive national effort has long since passed. The ugly events of this and recent summers have shown tragically and forcefully that we cannot delay a moment longer.

Jobs are needed *now*. Decent housing is needed *now*. And equal access to both is needed *now*.

Yes, it will cost money. But this is an investment that is in our own self-interest. This is an investment in people. When we invest in America's people, we strengthen our nation. When we remove the barriers and help every citizen reach his highest possible level of achievement, we contribute to the well-being and progress of all of America.

Most of us lack any real concept of poverty. We are too far removed from it. We may see some of the outward signs of inequality and neglect and poverty, but most Americans don't have any real understanding of what it is like to live under those conditions.

We come home from our jobs and see in the paper that millions of our countrymen are living in poverty. We feel a tinge of sympathy, of course, but we don't fully realize what this means. Our youngsters won't go to bed hungry, or without medicine if they need it, or without decent clothes to wear to a decent school. But too many children of the poverty stricken *will* go to bed without these things, and—most tragically—without any hope that tomorrow will be better.

It is hard for us even to imagine the feelings of despair and of desperation that their conditions breed.

If more of us understood this better, we would have been doing more about it before now.

We can't just read about these things, and feel sorry. We have to *do* something about them. We have to become involved in changing the conditions of depair and desperation under which too many Americans exist.

If this convocation can inspire a massive involvement in ending our urban crisis, it will mark a major step toward the kind of America we want.

I say it is the *duty* of all Americans to become involved. I say it is the duty of each and every one of us in this nation to join not only in the moral commitment to equality and progress that we have made, but also in the concrete programs of action that must now begin.

David Rockefeller

If all of us here today are intensely aware of our cities and their problems, we are sure to be even more so in the future.

At present, some 140 million Americans out of a total of 200 million are classed as urban dwellers. By the year 2000—just 33 years from now—at least 280 million Americans out of about 340 million are expected to be living in urban areas. This means that our already vast facilities must be more than doubled, and it gives us very little time in which to do this.

These facts, considered in the context of the recent violence, only compound the problem. They gravely challenge those of us gathered together in this Urban Coalition to determine whether the future of our cities will hold continued misery for many or lasting promise for all. This meeting gives great hope of creating the new sense of urgency, cooperation, momentum and dedication which is so badly needed. Yet we must not forget how little we will have finally accomplished unless we swiftly transform our principles into reality.

For business and private enterprise especially, the realization of our hopes and goals will require ever-greater concern and effort. The efficient production and distribution of goods and services has always been at the heart of erasing poverty in any area, and American business can be proud of its part in the many accomplishments which have made this nation and its people the richest in the world. In the seven years between 1959 and 1966, to give a recent illustration, our dynamic economic growth helped reduce by nearly one-third the number of our citizens officially classified as living below the poverty level. Maintained prosperity and growth will continue to be the key to the eradication of the social evils that are spawned by poverty.

To sustain such growth and progress, however, it is necessary that we clearly convey our concern and determination to enable all Americans to share satisfactorily in the fabric and fruits of our society. People who lack a stake in our society are easily incited to the violence which, in turn, is a great deterrent to prosperity and therefore self-defeating. To this end, we must bring a new sense of urgency to the many problems that plague the depressed areas of our cities.

Our central cities are crucial to the economic health of our nation, and we must press aggressively to achieve the goals which have been proposed to this Convocation for employment, education, housing, managerial assistance and basic investment.

Basic to the accomplishment of these goals must be the close personal involvement of businessmen and other leaders from the private sector. In the past, too many of us have felt that doing a good job in making our companies successful was an adequate contribution. But today, we see that we cannot leave to others direct involvement in the solution of our urban problems. The same successful managerial techniques which have been applied to our businesses must be brought to bear when dealing with our social problems. These responsibilities cannot be left solely to the public sector. For if we fail to respond promptly we can be sure these problems will only be magnified with the passing of time.

It is perhaps a sad commentary on human nature that we all too often have to wait for a crisis to give us a clear shock of recognition, but we have before us now a unique opportunity to make the best of a very disturbing situation. The task of breaking the bonds of poverty is one that must fall very heavily upon the shoulders of all of us here today. By accepting this challenge and providing positive alternatives to acts of desperation, we can help turn the displaced energy of urban disturbances into a creative force so that our cities may be able to regain their proper place as symbols of dignity and progress for all.

Walter Reuther

It has been said that the genius of a free society is its capability of achieving unity and diversity. I am very pleased to be here because, as you know, currently Mr. Ford and I are sitting on opposite sides of the table in Detroit. But on the great issues that face us and the crisis that challenges us all, I am privileged to sit on the same side of the table with Mr. Ford and to work together to find the answers.

I believe that we could agree that this convocation represents the broadest coalition of diversity that has ever been assembled in this city. But the test of our unity will not be measured by how generous and noble are the words that we utter or how pious the platitudes may be that we put together in a document—the real test is what are we going to do to take the words and to translate them into practical and tangible action as they relate to the problems that we face.

The Communists and other critics of our free society have been preaching that our free society is essentially composed of competing, conflicting and irreconcilable economic pressure groups and that we are incapable, as a free people, of rising above the loyalties to our respective pressure groups except when we respond to the total challenge of war—when we are driven by common fears and common hatreds. And the crisis before us today is essentially a testing of our beliefs and our basic faith in democratic values. Are we equal to this response because we share common hopes and common aspirations? Are we equal to a total effort in response to the challenging and rewarding purposes of peace?

The crises in our cities were not created by the disadvantaged minority who live in the ghettoes.

The crises in our cities have been created by the indifference and the complacency of the great mass of Americans who have enjoyed the advantages and the increasing affluence of our society. We need to understand that the revolution of rising expectations is not a phenomenon limited to Asia and Africa and Latin America. The dynamics of that revolution are at work in America; as long as people are denied their measure of justice, they are going to struggle to get their place in our society. The tragedy of poverty in America is that it is more destructive of human values than is poverty anywhere else in the world. The poor in America are not only robbed economically, they are robbed spiritually because they are shut out of society. They are denied any sense of belonging and participating, and they are denied that measure of human worth and human dignity that only belonging to society can give a human being.

And so we need to look at the problems in the city. They are not new problems. They are problems of long standing. They are only becoming more desperate and their solution is becoming more urgent. The late Carl Sandburg, reporting a riot in the slums, wrote these words: "No slum is separate from the community. The slum gets its revenge. These people are no longer satisfied with weasel words and insincere promises." When did he write those words? In 1919 after the Chicago race riots.

And what have we done in these years? We have been long on pious platitudes and short on practical performance. What is needed are not new promises; what is needed is the fulfillment of ancient promises. Let us not, in this hour of crisis, try to salve the national conscience by noble talk about how far we have really come. Progress is a relative matter. We need to judge where we are, not from where we have come, and how much farther we must go to give substance and meaning to the concepts of human equality and equal opportunity. We need to understand that freedom is an indivisible value and that there can be no halfway house on the road to freedom and first class citizenship for every American. Let us not act in anger but in understanding, because the task before us will take a full measure of commitment, of courage and of human compassion.

The document says that we must reorder our national priorities. We must put first things first and we must then commit ourselves and our resources in a measure equal to the dimensions of the challenges we face. I believe we are at that place in our history where America must look within itself; we must say to ourselves that half-way and half-hearted measures, programs and policies of too little and too late are not equal to the challenge that we face. When we are faced with the challenges of war, no one pretends that we ought to meet that challenge by a half-way effort. And I say in this situation no less than a total, massive effort will be equal to the dimensions of the challenge that we face.

What we are doing here today ought to be the first step in the building of a grand alliance of men and women of good will, of all races, of all creeds, of all political persuasions. We need to join together in searching for rational and responsible answers in the light of reason. For if we fail, then the vacuums of our failures will be filled by the apostles of fear and hatred —white and black—and they will search for answers in the dark of night and the spirit of brotherhood will yield to the spirit of bitterness and bloodshed and we will tear asunder the fabric of our free society.

We have the resources in America to do this job. We have the technological know-how. What is lacking is the sense of national commitment and national will and a sense of national purpose and each of us must share the responsibility of helping to arouse the conscience of America to a sense of great urgency.

The hour is later perhaps than many of us realize. We must mobilize the private sectors, we must mobilize government on every level, and then we also must knock on the door of Congress and somehow we must persuade Congress to get off dead center and to move with a sense of realism and urgency in response to this crisis.

We need to move on the job fronts, on the housing fronts, on the educational fronts, and many other fronts. History will judge America in this period—not by its technical capability that enables an American astronaut

to walk safely in space—but rather by the national commitment and the sense of social and moral responsibility by which a nation commits its resources to the task of building a better society, in which justice and equality and brotherhood can make it possible for people to live as neighbors in peace, so that every American can walk safely on our streets. This, I believe, will be the test.

Let this convocation be the beginning and let us move forward to build this working alliance at every level of our society, in every community, in every neighborhood. Only as we mobilize the people of this country can we bring to bear upon the structure of our society those leverages of influence which are essential to get this nation moving. And I believe that in this effort we can help America achieve a more realistic reordering of its national priorities, a greater sense of national unity, a clear sense of national direction, and perhaps most important of all, a deeper sense of national purpose.

What is the American dream about? It's not about the volume of our gadgets. It's about building a society in which everyone can have access to the opportunities of growth and development and a sense of human fulfillment. That is the area in which we are failing.

This ought to be the beginning of mobilization of this country's people so that in this hour of testing —when the call to America is to be equalled by the call to greatness—America can be equal to that challenge.

Let us go to work for we must not fail America in this hour!

The Rev. Dr. Martin Luther King, Jr.

It is with the deepest sense of regret that I find I cannot be with you today as you deliberate on what is clearly the most realistic, relevant, and moral response yet to emerge to the grave domestic crisis of which we have been made so painfully aware this summer.

Sheer physical exhaustion following intensive activities in several cities over the past few months and our SCLC convention last week have caused my physician to insist that an immediate brief period of rest is imperative if I am to continue in good health.

My heart and my hopes, however, are with you today in the Emergency Convocation of this long-dreamed-of and desperately needed Urban Coalition.

One of the most impressive indications to me of the importance of the task to which you set yourselves beginning today have been the many letters and communications I have received from mayors across our nation in affirmative response to my appeal last month for a massive federal employment program. Our society can and must provide an opportunity for all of its citizens to contribute their energy and talent to the development of a meaningful life for all our people.

Recognizing that the test of the Principles, Goals, and Commitments sounded in our call for this Convocation is not so much what you say today, but what you do in the weeks and months to come, I pray sincerely that the Congress will heed your pleas and that your counterparts in cities across the nation will follow through on the commitments you make on this day.

Text of telegram read to convocation

Res

Emergency Convocation: The Urban Coalition

1717 Massachusetts Avenue, N.W., Washington, D.C. 20036
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LOS ANGELES TIMES
Front Page
August 25, 1967

Urban Coalition Opens Drive for Million Jobs to Aid Ghettos

BY VINCENT J. BURKE
Times Staff Writer

WASHINGTON—A coalition of American leaders Thursday launched a campaign to force President Johnson and Congress to respond to city riots with a massive program aimed at providing 1 million jobs for the unemployed.

More than 1,000 delegates to an emergency convocation of the newly organized Urban Coalition approved by voice vote a "statement of principles, goals and commitments." The delegates, who include leaders of business, labor, church and civil rights groups and city mayors, heard pleas for action from motor magnate Henry Ford II, banker David Rockefeller, AFL-CIO President George Meany, United Auto Workers President Walter Reuther and others.

The statement avoided mention of the Vietnam war, on which the delegates held sharply opposing views. Nor did it mention the staggering budgetary deficit which has deterred Mr. Johnson from seeking a crash program of ghetto aid.

Revision of Priorities

But it said "the American people and the Congress must reorder national priorities, with a commitment of resources equal to the magnitude of the problems we face" in our cities.

The delegates applauded loud and long after this passage from New York City Mayor John V. Lindsay's keynote speech:

"Our international commitments should not be allowed to weaken our resolve at home. If our defense commitment, our commitment to space, or any other commitment made before our urban areas were beset by agony is blocking a vigorous effort to end those agonies, those commitments should be reassessed."

The group's statement said:

"The crisis requires a new dimension of effort in both the public and private sectors, working together to provide jobs, housing, education and other needs of our cities.

"When the private sector is unable to provide employment to those who are both able and willing to work, then in a free society the government must of necessity assume the responsibility and act as the employer of last resort or must assure adequate income levels for those who are unable to work."

In calling upon the government to develop a job program, the statement said:

"The emergency work program should concentrate on the huge backlog of employment needs in parks, streets, slums, countryside, schools, colleges, libraries and hospitals. To this end an emergency work program should be initiated and should have as its first goal putting at least 1 million of the presently unemployed into productive work at the earliest possible moment."

Leaders of the Urban Coalition did not attempt to meet with President Johnson. The President is reported to have made it clear to them several weeks ago that he is unwilling to support a crash program of ghetto aid so long as there is no overwhelming public demand for it.

After the Urban Coalition adopted its stand at a morning session, its leaders kept a luncheon date with congressional leaders. Reporting on that meeting, Detroit Mayor Jerome P. Cavanagh told the delegates that no Republican leader showed up for the luncheon and Democratic leaders offered no encouragement.

"I must in all candor report that the sense of urgency was lacking," Cavanagh said. ". . . We came away convinced that we must develop grass-roots support for our program. We need a massive action program, if we are to move Congress off dead center."

That is what the group now hopes to do — by organizing in every city urban coalitions of business, labor, church, civil rights and city government leaders.

The Urban Coalition's statement pledged the business leaders to make an all-out effort to provide jobs and job-training for Negroes and to explore ways in which government incentives can be used to attract private investment into "deteriorating neighborhoods."

(more)

In addition to creation of 1 million jobs, the group set as its goal "the rehabilitation and construction of at least a million housing units for lower-income families annually."

If the 1 million new jobs which the group set as its goal were all to be federally financed, the cost to the U.S. Treasury probably would be in the neighborhood of $4 billion a year.

Andrew Heiskell, board chairman of Time, Inc., and chairman of Urban America, Inc., chaired the one-day convocation. He announced at its conclusion the appointment of five task forces to develop recommendations more specific than those set forth in the group's general statement.

Ford, chairman of the Ford Motor Co., told the delegates the nation now faces "the greatest internal crisis since the Civil War—a crisis which demands no less than a massive national response."

Reuther, noting that his union now is locked in bitter contract negotiations with Ford and other auto makers, observed that in the crisis of the cities "I am privileged to sit on the same side of the table with Mr. Ford."

Whitney Young, moderate Negro leader of the National Urban League, was applauded when he said "responsible Negro leadership has not failed—we have been failed by the whole community."

Rockefeller, president of Chase Manhattan Bank in New York, said, "Too many of us have felt that making our own company successful was an adequate contribution to society . . . The central cities are crucial to the economic health of this nation. When their residents lack a stake in society, it breeds violence."

Johnson and Urban Group Differ Over Plan for Slum Jobs

BY ROBERT J. DONOVAN
Times Washington Bureau Chief

WASHINGTON — The contrast between vision and reality here was sharply etched Thursday in two separate developments involving the question of federal funds for jobs for ghetto dwellers.

The vision was projected by the Urban Coalition, a gathering of eminent Americans concerned over the plight of the cities. They proposed an emergency work program through which the federal government would strive promptly to provide at least 1 million new jobs. Large federal expenditures, of course, would be required.

Reality Bared in Capitol Hill

The reality was laid bare on Capitol Hill, where the Johnson Administration was disclosed to be opposed to several amendments to the antipoverty program. One of them would provide an estimated 200,000 to 250,000 jobs in the next two years at a cost to the government of $2.5 billion.

By the time the day was over, it was obvious that Washington officials were talking one way and leaders from private life who attended the Urban Coalition session were talking about the need for the government to take urgent, massive steps to relieve racial tension in the cities.

The men who drafted the proposal for an emergency work program to cover at least 1 million persons were not impractical visionaries by trade. They included David Rockefeller, chairman of the Chase Manhattan Bank; Henry Ford II, chairman of the Ford Motor Co.; Frederick J. Close, board chairman of the Aluminum Company of America, and Gerald L. Phillippe, board chairman of the General Electric Co.

To Pressure Congress

Together with a number of mayors and labor, religion and Negro leaders they came to the Urban Coalition meeting to try to put pressure on Congress to do much more about the plight of the cities.

How difficult a task this is in the face of the present mood of Congress, however, was underscored by the Administration's maneuvering over the anitpoverty bill.

President Johnson had asked for $2.06 billion for a one-year extension of the antipoverty program. A Senate labor subcommittee not only increased the figure to $2.2 billion, but its chairman, Sen. Joseph S. Clark (D-Pa.), attached a $3 billion amendment. Of this, $500 million would be for loans to repair riot damage. The rest would be for jobs in various public service fields over the next two years.

Urges Deletion

Then on the eve of the Urban Coalition meeting it was revealed that an Administration memorandum written by an official of the Office of Economic Opportunity had been circulated among certain members of the subcommittee calling, among other things, for deletion of the Clark amendment.

"The OEO," the memo explained "is trying to preserve what we have. You know the President has requested a tax increase. If this is going to be considered it should be considered as a separate piece of legislation."

Joseph A. Califano, special assistant to President Johnson, admitted that the memorandum had been circulated, but he said no one at the White House saw it in advance.

Inaccuracies Noted

Califano said the document correctly outlined Administration misgivings about some provisions of the subcommittee bill but it was inaccurate in a number of respects.

He said the Administration's primary goal is to get the bill out of the full labor committee and passed by the Senate by Labor Day.

With the Vietnam war costs rising, with a large budget deficit looming and with a proposal for an income tax increase pending, the President had given Congress assurance that every effort would be made to slash domestic spending. This undercut the ground for any new federal job program. Furthermore, with the economy bloc in Congress on the rampage the Administration did not want to risk a year's extension of the poverty program by having another $3 billion item tacked onto it.

Face Hard Going

The Administration memorandum, incidentally, also asked for the deletion of a proposed $105 million to finance a slum job program supported by Sens. Robert F. Kennedy (D-N.Y.) and Jacob K. Javits (R-N.Y.).

With Mr. Johnson deeply influenced by the mood of Congress, therefore, sweeping plans for any vast new approach to the easing of racial tensions and to solving the problems of the cities will face hard going.

Clearly, the outlook is for more hard going at home as well as in Vietnam.

COALITION URGES U.S. ACT TO SPUR JOBS IN THE CITIES

Conference of 800 Leaders Calls for New Priorities — Housing Drive Backed

PRIVATE ROLE STRESSED

Remarks and Statement Hint Delegates' Dissatisfaction With Johnson Programs

By ROBERT B. SEMPLE Jr.
Special to The New York Times

WASHINGTON, Aug. 24—A convocation of more than 800 mayors and business, labor, church and civil rights leaders called on the Government today to "reorder national priorities" and develop "an emergency work program" to provide jobs in the nation's riot-torn cities.

The group, which calls itself the Urban Coalition, held a one-day meeting at the Shoreham Hotel here. I sought solutions to the urban crisis and, in the words of its keynote speaker, Mayor Lindsay of New York, to forge "a national coalition of those with a stake in the city and its people."

In a statement of "principles, goals, and commitments," which was adopted by a rousing voice vote shortly before noon, the coalition pledged itself to work for better urban conditions on a variety of fronts.

An Appeal to Washington

The statement also urged Congress and the Administration to do the following:

¶Provide at least one million "meaningful" and "socially useful" jobs immediately, concentrating on "the huge backlog of employment needs in parks, streets, slums, countryside, schools, colleges, libraries and hospitals."

¶Develop a closer-working relationship with the private sector and, through incentives, encourage industry to create vast new programs of job training.

¶Undertake "bold and immediate steps" to provide a decent home for every American, "including the goal of at least a million housing units for lower-income families annually."

Although neither the statement nor the speakers mentioned President Johnson by name the tone of the remarks and the substance of the document strongly suggested that the delegates believed the Administration's response to the urban crisis had been insufficient.

The President has indicated several times in recent days that he plans no major new programs this year, arguing instead that his primary mission is to persuade a reluctant Congress to provide money for programs enacted last year.

But the coalition and its leaders clearly felt that additional measures were necessary now, even if it meant a reassessment of the nation's other commitments.

Mr. Lindsay won the day's biggest applause when he stated that the American commitment abroad "should not be allowed to weaken our resolve at home." Later he added:

"If our defense commitment, our commitment to space, or any other commitment made before our urban areas were beset by agony is blocking a vigorous effort to end those agonies, those commitments should be reassessed."

The statement of principles adpoted this morning declared:

"We believe the American people and the Congress must reorder national priorities, with a commitment of resources equal to the magnitude of the problems we face," the statement said. "The crisis requires a new dimension of effort in both the public and private sectors, working together to provide jobs, housing, education and the other neds of the cities."

The coalition grew out of a yearlong effort by the big-city mayors to overcome what they felt was "citizen indifference" to city problems. But it did not become a reality until July 31, when, in response to the riots in Newark and Detroit, a decision to call today's meeting was made by the National League of Cities, the National Conference of Mayors, and Urban America, Inc., a nonprofit group.

The participants at the meeting today included well-known leaders from nearly every major field.

There were some notable absentees — no governors, no members of the Federal Government, and, with the exception of a small group from Rochester, N. Y., very few of the poor.

'Dial With All Segments'

The absence of the poor themselves was not a matter of public comment until the closing moments of the session when Andrew Heiskell, board chairman of Time, Inc, who was co-chairman of the meeting, invited final comments from the delegates.

The last to speak was Marion Barry, former leader of the Student Nonviolent Coordinating Coordinating Committee in the capital, who is now active in other civil rights grounps here. Dressed in a green T-shirt and wearing sunglasses, Mr. Barry, who said he had not been invited, moved to the rostrum and warned the coalition not to overlook the poor.

"You've got to deal with all segments," he said, including those "not accustomed to coming to the Shoreham Hotel and fussing round. They don't understand all this hifalutin talk.

"And when you hold these meetings, please don't have them out here at the Shoreham. Hold them down where the people are, get down there and try to get to the nitty-gritty. When that time comes we'll begin to scratch the surface of the urban problem."

Randolph Is Co-Chairman

The other co-chairman of the meeting was A. Philip Randolph, president of the Brotherhood of Sleeping Car Porters. Both he and Mr. Heiskell were members of a 32-man steering committee that hammered out the statement of principles in a three-and-a-half-hour session last night.

Other members of the steering committee included Henry Ford 2d, chairman of the Ford Motor Company; David Rockefeller, president of the Chase Manhattan Bank; George Meany, president of the American Federation of Labor and Congress of Industrial Organizations; Walter P. Reuther, president of the United Auto Workers.

Also, Whitney M. Young Jr., executive director of the National Urban League; Roy Wilkins, executive director of the National Association for the Advancement of Colored People; the Most Rev. John F. Dearden, Roman Catholic Archbishop of Detroit; Rabbi Jacob P. Rudin, president of the Synagogue Council of America, and the mayors of several major cities.

'A Lot of Plain Talking'

In the opinion of many of the participants, the meeting served several useful purposes apart from the fundamental objective of dramatizing the crisis in the cities.

In the steering committee sessions last night and the panel sessions this afternoon, "a lot of plain talking was done and a lot of problems were finally brought out on the table," one participant told a reporter.

Sources reported, for example, that in last night's meeting, which was closed to the press, Mr. Meany and Joseph D. Keenan, secretary of the International Brotherhood of Electrical Workers, agreed to make a serious, sustained effort to end restrictive admission practices in the building trades unions and cooperate in promoting new and perhaps quicker methods of construction.

(August 25, 1967)

Leaderless Consensus

The United States for the last four years has been governed by a leader in perpetual pursuit of a consensus. Yesterday in Washington, however, the nation witnessed the paradox of a consensus searching for a leader.

An emergency convocation of the Urban Coalition mustered hundreds of influential leaders from business, labor, religion, education, civil rights and municipal government, united in a common determination that the nation must do more to rebuild its decaying cities and to restore hope and dignity to its desperate poor.

They called for an immediate Federal program to provide jobs for at least a million of the unemployed. They pledged the participation of private industry and local government in a stepped-up program of housing and public works. They applauded Mayor Lindsay when he said the nation's commitments abroad should not be allowed to weaken its resolve at home.

This nonpartisan gathering of responsible men and women represented an American consensus at its best. Their call for a reassessment of national priorities in the face of what Mr. Lindsay rightly identified as "the gravest domestic challenge since the Depression" springs from the depths of the American conscience.

Lyndon Johnson, the consensus President, is the man who will have to give the consensus its answer. The Urban Coalition has outlined a program for progress around which all Americans, regardless of race or party, can rally. But yesterday's brave rhetoric will come to naught unless the President seizes this opportunity to lead.

(August 28, 1967)

Double Dilemma

The Mayors and other community leaders who met last week in Washington to form "a national coalition of those with a stake in the city and its people" are facing up to a double dilemma.

Their first perplexing task is how to get the nation to see the crisis of the cities in all its many forms and terrifying urgency and then to persuade the President and Congress to reorder national priorities to meet that crisis. This is an assignment in persuasion and politics.

Many Americans who live in wealthier neighborhoods or in suburbs do not comprehend the range and gravity of the dangers now besetting the cities. They think in terms of a Negro problem or a slum problem or a police problem. It is all of these, but much more. Businessmen who have an enormous investment in office buildings, banks, factories and retail stores realize that what is at stake is the survival of the cities as attractive, economically viable places in which to work, shop and live. The Mayors and the religious, labor and civil rights leaders who have to cope with the day-to-day problems of millions of restless, impoverished people know how close to the edge of danger society is treading. Every Mayor realizes that what happened in Newark and Detroit could readily happen in his city. New Haven removed the last lingering doubt on that score.

President Johnson, preoccupied with the Vietnam war, is reluctant to seek dramatically expanded funds for domestic programs. The Democratic leaders in Congress supinely follow his lead. The Republicans, for their part, give the President and his party the perfect political excuse by voting to cut or eliminate Administration programs that were inadequate in the first place.

Even if the businessmen and other responsible leaders from private life can arouse the public and move Congress to act, they will then only have arrived at their second dilemma. It is desirable to set a goal for immediate creation of a million socially useful jobs and for building a million houses and apartments for lower-income families each year. It is equally desirable to move ahead with plans to stimulate private investment in slum-rebuilding and private participation in creating jobs. Governor Rockefeller's proposal to encourage the flow of private funds into slum-renewal is promising.

Yet the experience of the Federal antipoverty program and of private foundations suggests that placing the unemployed in jobs and rebuilding deteriorated neighborhoods is no swift or simple matter, whatever the availability of funds. It is not easy to retrain men who have been out of work for a long time, who have never developed work habits or have become addicted to alcohol or drugs.

Many of the younger unemployed will not take jobs that now exist in public institutions and in the service industries because they regard them as dead-end jobs, and they are not qualified to take highly skilled jobs that are open. Broken families, interrupted education and lack of confidence are among the influences that perpetuate the mismatch between men and jobs.

Moreover, private firms with a duty to their stockholders to show profits are inhibited in their capacity to take risks in creating jobs or building new housing. Experience shows that unless the Federal Government underwrites private participation through tax credits, fast tax write-offs and guaranteed loans, the private sector will not be able to meet the need.

The obstacles seem mountainous, but they can be overcome. A nation that organized itself to win World War II and is now setting out to explore the moon and the planets can respond effectively to the crisis of its own inner cities. But first the nation must realize the character and scope of the crisis. Here the Urban Coalition has pointed the way.

WASHINGTON POST
Front Page
August 25, 1967

Aid to Cities Pressed

Urban Coalition Finds Leaders of Congress Cool To Proposal for a Massive Federal Job Program

By Jean M. White

A potentially powerful urban lobby held its first meeting here yesterday and took its demands for urgent action on city problems directly to Congress.

Among the demands was one for a massive Federal program to provide jobs for one million unemployed.

The urban leaders came away from their meeting with Democratic congressional leaders without much encouragement, a spokesman reported.

Detroit Mayor Jerome P. Cavanagh said he didn't find any "sense of urgency" and called for a "massive political action program to move Congress off dead center." He added that some "urban power" also should be channeled to the White House.

Cavanagh reported back to an emergency convocation of more than 1000 delegates of the newly formed Urban Coalition. It bands together leaders of city government, business, labor, religion, and civil rights.

Among the coalition leaders who went to the Hill were Mayors John V. Lindsay of New York, Richard J. Daley of Chicago, James H. J. Tate of Philadelphia, Joseph M. Barr of Pittsburgh, and Ivan Allen Jr. of Atlanta; businessmen Henry Ford II and David Rockefeller; union leader Walter Reuther, and Negro leaders Roy Wilkins and Whitney Young Jr.

The statement adopted by the group clearly implied that President Johnson's urban programs aren't enough to attack massive city problems. There have been reports that the White House has taken a cool view toward the new Urban Coalition, certain to demand stepped-up spending on urban programs.

Criticizes Programs

Cavanagh, whose city was torn by the summer's worst riot, called present programs "too small, too harrow, too pedestrian to really turn our country on."

About 25 coalition leaders had lunch with House Speaker John W. McCormack (D-Mass.), House Majority Whip Majority Leader Carl Albert (D-Okla.), and Sen. Democratic Whip Russell Long (D-La.). None of the Republican leaders was present, although several on both sides had been invited.

"They were presenting to us a program which was more ambitious than the President's program, "Boggs later told newsmen. "What we were saying was, 'heck, we had better work on that first."

Clarence Mitchell, Washington lobbyist for the NAACP, said McCormack told the urban group that he liked their statement of objectives but that they had to round up votes to get the job done. Mitchell, disagreeing with Cavanagh, said he didn't think the Speaker lacked urgent concern over urban problems.

The new coalition, if it can pull together, could have much influence with the combined strength of big-city mayors and big names in business, labor, civil rights, and the church.

Its support of a Federal emergency work program yesterday heartened supporters of Sen. Joseph S. Clark's effort to attack a $3-billion slum job program to the antipoverty bill. Congressional sources had accused the White House of trying to undermine Clark.

Several other bills have been introduced in the House to provide jobs for hard-core unemployed. Rep. James G. O'Hara (D-Mich.) and Hugh L. Carey (D-N.Y.) are authors of two of the bills.

They call for a $4-billion-a-year program of "public service" works to provide one million jobs in needed community services in the fields of health, education, recreation, and urban improvement. An active co-sponsor has been Rep. James H. Scheuer (D-N.Y.).

Lindsay said the O'Hara bill was "exactly the same" idea that the coalition had in mind for a Federal job program.

The Republican Mayor of New York delivered the keynote address at the emergency convocation and got his biggest applause he said the Nation's priorities should be shifted to meet the needs of cities even if this means a reassessment of defense and space commitments.

Lindsay told the more than 1000 delegates in a Shoreham Hotel ballroom:

"We are the beginnings of a national coalition of those with a stake in the city and its people."

Coalitions, he stressed, must be organized in local communities to push for action on goals.

The first goals drawn up in the statement adopted yesterday focused on job programs.

The statement called on private industry to help train and hire the hard-core unemployed but added:

"When the private sector is unable to provide employment to those who are both able and willing to work, then in a free society the government must of necessity assume the responsibility and act as the employer of last resort or must assure adequate income levels for those who are unable to work."

(more)

The statement was approved unanimously by the steering committee, including Ford, Rockefeller, and several other corporation executives and businessmen.

Ford told the group: "That business must help is no longer in question."

Rockefeller added that central cities "are crucial to the economic health of our Nation, and we must press aggressively" on urban problems.

Coalition Co-Chairmen Andrew Heiskell and A. Philip Randolph announced that five emergency task forces will be appointed to come up with action recommendations in the areas of public service employment, private employment, educational disparities, reconstruction and urban development, and equal housing opportunities.

The coalition is an outgrowth of two meetings. One was held last January by a group of mayors to discuss long-range urban problems. The other was held on July 31 after riots hit Newark and Detroit.

Dissension Found

The catalytic action to pull together the urban coalition came from Urban America, a nonprofit organization, with the United States Conference of Mayors and the National League of Cities.

The new coalition found some dissension in its ranks yesterday.

Dr. Nathan Wright Jr., chairman of last month's Newark Black Power conference, issued a statement calling for "black insights and black definitions and leadership" in solving urban problems.

He said the coalition-approved statement should include these principles and had been drawn up by "the leaders of our cities while they were going to pot."

At the closing session, several complaints came that the voice of the poor wasn't being heard.

Rufus (Catfish) Mayfield, who identified himself as head of Pride, Inc., the District's summer job program for teen-agers, said he was "hurt by not being invited here."

"But the problem should be here," he said, pointing out that a lot of "important men" were sitting at the "long table" but no one like him.

BALTIMORE EVENING SUN
Editorial Page
August 25, 1967

The City Lobby

The most important thing about the thousand mayors, business men, union leaders, Negroes and clergymen who met in Washington to form an "urban coalition" was that they were there. "We are the beginnings of a national coalition," New York's Mayor Lindsay said, "of those with a stake in the city and its people." And high time.

There are still congressmen who think the answer to city problems is to spend just a little more on agricultural training back home in their districts. They need to be disabused. If the big and middle-sized cities, which have pressing problems in common, had as good a lobby as the gun people or the oil producers, national policy might be more relevant than it frequently is.

The coalition's actual initial proposals are less important than its proclaimed birth. The recommendations call for immediate work programs, which might strengthen Senator Clark's job creation amendment to the Administration's poverty bill against White House opposition, and for public housing schemes not yet on congressional drawing boards. President Johnson has stressed the need to get funds for existing programs first, which makes sense.

"They were presenting to us a program which was more ambitious than the President's program," House Democratic Whip Hale Boggs commented after meeting with their leaders. "What we were saying was, 'heck, we had better work on that first.'" Heck, yes. Maybe now they will.

People like Henry Ford 2d, Walter Reuther, David Rockefeller and others who joined with them are not legislatively naive. They know how things are done on the Hill. By saying the White House program is not enough, they might help it. The important task now for this coalition, which was summoned into existence by the frustrated mayors of America, is to keep it going, make it real and potent, and not just a one-shot publicity gimmick that took a thousand busy people away from their desks for an interesting day in Washington. City people need a lobby.

New bloc seeks aid for cities

By Lyn Shepard
Staff correspondent of
The Christian Science Monitor

Rank-and-file members of the Urban Coalition—the nation's newest pressure bloc—aren't sure what the future holds for their group or their cause.

Perhaps, as one of the 1,100 conferees in the elegant Shoreham Hotel here predicted hopefully, the alliance will be "an effective tool in rebuilding our cities as they ought to be."

But it also could repeat the disappointment of last year's White House conference "to fulfill these rights." That meeting aired "a lot of glorious rhetoric," the skeptics recall. Yet it failed to follow words with deeds. So could the Urban Coalition.

Many of the delegates attended the earlier gathering and noted the similarities—for better or worse:

- Just as the White House conference, this "emergency convocation" attracted a galaxy of stars to its head table: names like Ford, Meany, Lindsay, Reuther, Cavanagh, Wilkins, Randolph, and David Rockefeller.

Subsidiary group

- The delegates, almost to a man, carried themselves with the confident air of prefessional conference-goers. Some seemed troubled, however, that outspoken leaders of the poor—including militant black youths like the District of Columbia's Marion Barry Jr. and Rufus (Catfish) Mayfield—hadn't been invited. A few came anyway, invitation or not.
- The convocation drew few if any conservatives. Nor did the White House conference of 1966. Thus, in terms of its impact on Congress, the coalition may serve simply as a back-up force to the Democratic Study Group and Republican Wednesday Club. Its leaders hope not. The joint forces of the DSG and Wednesday Club have won few battles in the House this session.

The new alliance got off to a shaky start. Its steering committee lunched with the Democratic leadership of Congress (Senate Whip Russell B. Long, Speaker John W. McCormack, Majority Leader Carl Albert, and House Whip Hale Boggs). It quickly learned of the political realities on Capitol Hill.

"I want to report in all candor," Mayor Jerome P. Cavanagh of Detroit later told the delegates, "that the sense of urgency was in fact lacking in our discussion with the leaders of Congress."

"We came away convinced," he said, "that we must evolve a new grass-roots demand for our interests. . . . A massive political-action program to get Congress off dead center."

It hardly boosted the steering committee's morale that not a single member of the GOP leadership attended the luncheon, though all had been invited. Coalition spokesmen brushed off the slight, noting that both houses were busy answering roll calls. But it was not a good sign.

Task forces named

Making the best of it, the alliance's co-chairmen announced formation of five task forces. Their members—mayors, businessmen, clergymen, and labor and civil-rights leaders — will meet within the next few weeks.

The committees will study business and government hiring practices, housing and school problems, and investment in urban development programs. Their suggestions will serve as a basis for the coalition's urban betterment campaign.

The broad outlines of that effort were heard throughout the convocation in comments laced with self-criticism.

Walter P. Reuther, United Automobile Workers president, looked at past meetings on city problems as "too long on pious platitudes and too short on performance."

But Mr. Reuther took encouragement in the fact that he and Henry Ford II, "who are sitting at opposite ends of the table in Detroit," were seated together at the head

(more)

table at the Shoreham. Both business and labor must invest heavily in the coalition effort, if it is to succeed, he said.

The keynote speaker, Mayor John V. Lindsay (R) of New York, appealed for members of both parties and all regions to agree on the need for immediate action.

Cities start plans

The Mayor warned that "it would be all too easy for this coalition to become just another well-intentioned, crisis-inspired, one-day attempt to spark urban change."

That prospect bothers many members of the Urban Coalition—so much that they are looking homeward rather than to Washington for an effective alliance.

Mayor Henry Marsh of Saginaw, Mich., for instance told a workshop group that he had already "started the ball rolling" for a local model-city program—with or without federal funds. Mayor John W. Potter of Toledo said he had already launched his city's plan, too.

"We're not just waiting for word from Washington on funding," Mayor Marsh, said. "If it's a good concept with federal help, it's a good one even without it."

"We're going to do it," the Negro Mayor vowed, "if it takes us 1 year or 10."

A Negro councilman in Camden, N.J., also advised delegates to work hard at building coalitions at home.

"If we sincerely want to get to the heart of these problems," he said, "we have to have local ingenuity."

The councilman said that when he first took office in 1961 a Camden Negro "couldn't reach for anything but a garbage can." Today, he said, half the members of the city's commissions and boards of directors are Negroes

Vital intangibles like this—a reawakening of civic pride and human dignity—are an unannounced first step toward the Urban Coalition's grass-roots goals.

JET
September 7, 1967

Leaders Call For 1 Million Jobs For Minorities

The 1,000 delegates attending the emergency convocation of the Urban Coalition in Washington cheered as New York City Mayor John Lindsay urged a reassessment of national commitments to meet the need of the cities. In his keynote address at the one-day meeting of the leaders of civil rights, city governments, labor management and religion, Lindsay said, "Our international commitments should not be allowed to weaken our resolve at home. If our defense commitment, our commitment to space, or any other commitment made before our urban areas were beset by agony is blocking a vigorous effort to end those agencies, those commitments would be reassessed . . . our priorities should be reordered." The conference discussed and endorsed a statement of principles, drawn up by the coalition steering committee which is headed by A. Philip Randolph and Andrew Heiskell, board chairman of Time, Inc., and included the mayors of Atlanta, Pittsburgh, Boston, Detroit, Chicago, Phoenix, New York, Minneapolis, and Philadelphia, business leaders such as Henry Ford II, David Rockefeller and Asa T. Spaulding, labor leaders such as AFL-CIO President George Meany and UAW President Walter Reuther, and Martin Luther King, Roy Wilkins, and Whitney M. Young Jr. from the civil rights camp. It set as its first goal an all-out attack on unemployment. The coalition called on the federal government to develop an immediate emergency work program for at least one million jobless and pledged a greater effort on the part of private industry to recruit, train and hire the hard-core unemployed. Among the concrete suggestions was the establishment of "Earn and Learn Centers" in urban centers, run jointly by business, labor and local government.

ST. LOUIS POST-DISPATCH
August 20, 1967

Coalition Will Meet in Capital To Review Problems of Cities

By a Staff Correspondent of the Post-Dispatch

WASHINGTON, Aug. 19 — About 1000 leaders of business, civil rights, labor, religion, education and city government will meet here this week to attempt to stir a national passion for curing the sick cities.

The urban coalition emergency convocation, under the chairmenship of Andrew Heiskell and A. Phillip Randolph, may go down in history as just another quick reaction to the 1967 riots. But it could be much more — the seed from which could grow "a new political, social, economic and moral climate which will make possible the breaking up of the vicious cycle of the ghetto."

The fact that Heiskell, chairman of the board of Time, Inc., and Randolph, long-time civil rights leader and president of the brotherhood of Sleeping Car Porters, are heading the convocation is relatively significant.

"There has never been a meeting like this ever," one highly influential expert on cities told the Post-Dispatch. "One important segment has always been missing in the past — business."

The urban coalition had its beginning last January when mayors from several large cities met to discuss their mounting problems and agreed that their pleas were being interpreted by many as selfish. They decided to try to form an alliance of many groups to alert the nation to the urgency of the crisis in the cities. The effort faltered until flames started rising in the ghettos.

The coalition was hammered out July 31 at a meeting convened by Mayors Joseph M. Barr of Pittsburgh and John V. Lindsay of New York City. Among those involved were the leaders of such organizations as General Electric, the Chase Manhattan Bank, the Steel Workers union, Auto Workers Union, electrical workers, the major civil rights organizations and the Catholic, Protestant and Jewish religions. Since then other business leaders have joined the effort, including those who head the Aluminum Company of America, Ford Motor Co., Allied Stores Corp. and Litton Industries.

"The business guys who live in the suburgs didn't see much stake in the ghetto until this summer," one source close to the coalition said. "But the light from the fires has illuminated things for them. Business is waking up."

THREE MAJOR programs will be taken up by the coalition. One would be a major expansion of the private sector's efforts to train and provide jobs for the hard-core unemployed. The second would be an emergency work program to provide job training and employment. The third would be a general commitment to a long-range program for physical and social reconstruction of the ghetto.

Jobs have the highest priority.

The business leadership in the coalition appears ready to make a national-significant commitment to go into the city's slums to recruit employes on a scale never before attempted, it was learned. This commitment would extend further to providing skilled training with pay and to placement in responsible jobs after training.

"The business people are scared," the Post-Dispatch was told. "They have finally accepted the proposition that while the current system has worked well, it is now in danger because an awful lot of people are not in it and that those not in the system dislike it and want to damage it. The business community is realizing that the system has to be changed to include those outside it. The people with the most to lose if this isn't done are the business people."

One coalition source said, "Business won World War II. The Government conducted it, but business showed how to build the thousands of planes it took to win. Now we have to say to business, 'we want to win this war in the cities. Show us how.' It's simply impossible for us to duplicate the kind of organization which already exists in the private sector. So we have to use it."

ANOTHER DRAMATIC product of the coalition, it was said, may be the business community's acceptance of the Government as the employer of last resort. Several persons close to the coalition said they expect business to indorse a massive emergency public work program to find jobs for the unemployed. The coalition leadership is expected to present plans for such a program to Congress in the course of the Thursday meeting.

If the National Association of Manufacturers and the United States Chamber of Commerce, whose representatives will attend the convocation as observers, join the labor, civil rights, religious and urban lobbies in calling for such a program, Congress would find it almost impossible to say reject it.

"When the people in the ghetto ask for help, the suburban congressman doesn't listen," one urban expert asserted. "But when the chairman of the board of a major company who is a constituent of the congressman says, 'Want your help, Harry,' then the congressman listens. Business can influence suburban congressmen to help the cities."

Other legislation could grow out of coalition activity to seek to provide incentives or subsidies to business to take the lead in reconstruction of the ghetto, especially slum housing. Financial involvement in the slums — through major investments such as factories or through dollar backing for redevelopment projects — is being seriously considered by a growing number of businessmen, the Post-Dispatch was told.

The other parties to the coalition are pondering their roles in the cities. Labor and religion, in addition to stirring their members on behalf of urban programs, can invest their finances in ghetto projects. As one planner said, "The churches can put their money where their souls are." Education leaders are looking for ways to stir the establishment to try experimental methods to educate the residents of the core cities. Labor can open its ranks, especially in the construction trades, to Negroes and can co-operate with business in projects to rebuild slum areas.

THE COALITION has some strong points going for it, those close to it believe. One is the impressive sense of personal commitment by the business leaders involved who, it was explained, are throwing company and personal prestige behind a solution to urban problems. Another is the energy of the big-city mayors who realize they are in serious trouble and will fight to make the coalition a success. Perhaps the most important is the realization that, although tremendous differences exist among coalition members, they have some common ground and by a joint effort all can be helped.

The Johnson Administration is not enthusiastic about the Urban Coalition and reportedly suggested that the meeting be postponed.

"The Administration resents anything it didn't think of and can't control," one coalition planner said.

When the coalition participants leave Washington, they will return to their home communities to form local coalitions with the same broad representation. "What we hope to start is simply a massive and immediate national movement to deal with urban problems," a staff member explained.

If the coalition fails to catch fire, any attempt to forge such a unified approach in the future will be seriously impared, it is conceded. But if business, labor, civil rights, religion, education and city government can find at least one common denominator, the results could be monumental for America's cities.

Urban Pressure

There were two quite distinct aspects of the meeting of several hundred business, labor, education, civil rights, religious and local government leaders which convened in Washington last Thursday under the label of the Urban Coalition to press for more urgent action on city problems.

The heavily publicized conference was in one sense, of course, an old-fashioned lobbying venture, motivated by a desire to spur both Congress and the President to greater concern (and to massively increased spending) in the problem areas plaguing cities everywhere. There is nothing illusory about the needs. Much more effective federal approaches, particularly in the field of jobs and housing, and possibly including some variation of the grandiose public works proposal advanced by the Coalition, are going to have to become a part of the administration's commitment at some point before any real progress is made.

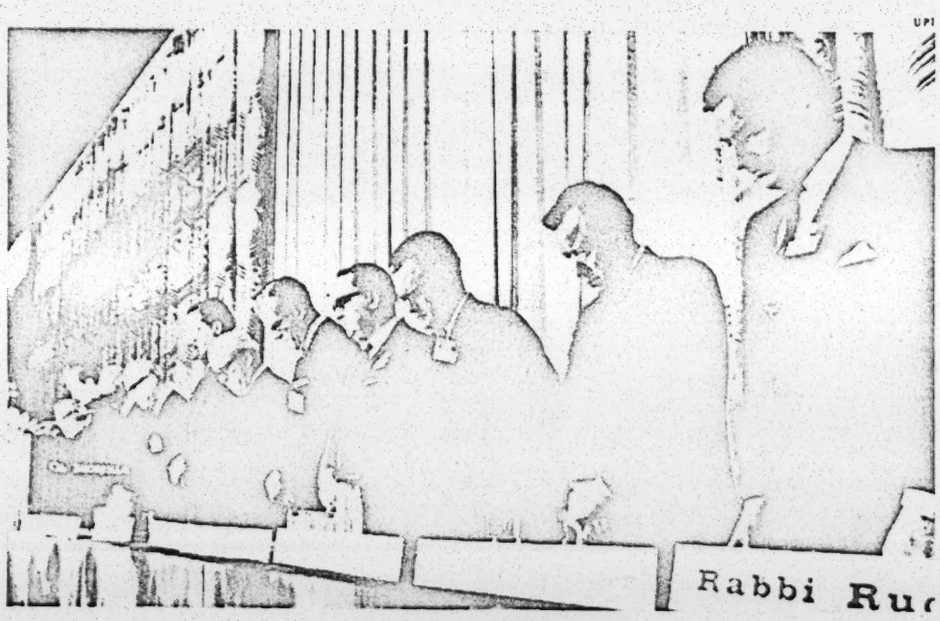
Press Secretary George Christian's comment on Friday to the effect that any major new administration commitments in this area are going to have to await the President's state-of-the-Union message in January, however, merely stated the obvious. Congress' temper at the moment, the dual push for economy and a tax increase, our heavy war commitments—and indeed the dismal prospects for many of the pitifully modest urban-aid requests already languishing on Capitol Hill—all argue against a likelihood that the President is about to embark immediately on any vast new domestic spending. Had the Urban Coalition's purpose rested solely on this barren hope, the prestigious members of this group might as well have stayed home.

That, however, was not the sum of the meeting—nor, in our opinion, the real substance of it. The realists among the Coalition see their new organization, if it can be held together, as an extremely influential force in defining and pushing for urban improvements in the future—in the cities themselves as well as on the national level.

And perhaps the most significant accomplishment of all was the firm commitment of the group's top-caliber business, industrial and labor leaders, as expressed in their "statement of goals," to proceed immediately on their own—especially in the fields of training, jobs and hiring practices, to benefit residents of the city's ghettos.

"All representatives of the private sector in this Urban Coalition," the statement said, "decisively commit themselves to assist the deprived among us to achieve full participation in the economy. . . . We pledge full-scale private endeavor through creative job-training and employment, managerial assistance and basic investment . . . We will re-evaluate our current testing procedures and employment standards so as to modify or eliminate those practices and requirements that unnecessarily bar many persons from gainful employment by business or access to union membership . . . We will encourage more leaders in the private sector to get directly and personally involved in urban problems. . . ."

For our part, we recall hearing no such forceful voluntary promises from the leaders of industry and from such labor leaders as George Meany in the past. Greater federal assistance will be necessary in some form to carry out these pledges fully. But if these influential representatives of the private sector really mean what they say they are in a position to achieve a great deal of good on their own, now, without further delay.



URBAN COALITION AT PRAYER*
A search in hearts, consciences and pocketbooks.

A Search for Solutions

Luck notwithstanding, it will take an unprecedented combination of power and principle to resolve the plight of America's cities. Last week in Washington, the beginnings of such a partnership were welded at a day long "convocation" of the newly formed Urban Coalition. The group included Henry Ford II, Walter Reuther, David Rockefeller, George Meany, A. Philip Randolph, I. W. Abel, Whitney Young, John Lindsay. The list, 1,200 strong, comprised mayors and millionaires, bishops and union bosses.

The delegation, commanding an impressive proportion of the nation's economic, spiritual and intellectual resources, had assembled neither as a creature of Congress nor of the Administration, but out of its own desire

(more)

to grapple with the crisis of the cities —a crisis that will not be solved with mere rhetoric or even the force of law. The Coalition's members gathered at Washington's Shoreham Hotel in full awareness that it will take a stupendous effort, financial as well as philosophical, to meet the gravest internal threat to the nation since the Depression. Their differences forgotten, the cross-section of American leadership offered the most clear-cut program yet devised for the ills of the cities.

Enlightened Self-Interest. Founded last January as an outgrowth of Urban America Inc., a nonprofit organization dedicated to the study of city problems, the Urban Coalition meets the need for a concerted effort on the part of all the institutions and individuals most concerned with the city.

Time Inc.'s Board Chairman Andrew Heiskell, the Coalition's co-chairman, underscored the sense of enlightened self-interest that motivates its members. "The problem is too vast and complex to be resolved by any one sector," he said. "The failure to move on urban problems is not only socially disastrous but also economically unsound. Each year of delay in funding programs will inexorably require enormously greater expenditures in the future." Added Pittsburgh's Mayor Joseph Barr: "Regrettably, it took a national calamity to provide the urgency and concern which makes this meeting possible."

Turn Around. By bringing the resources—both monetary and managerial —of the private sector to bear on the plight of the cities, the Urban Coalition answers demands raised by such disparate political figures as New York's Democratic Senator Robert Kennedy and Illinois' Republican Charles Percy, both of whom have urged far greater participation of industry in meeting the cities' needs. As the London *Economist* noted last week, "If Litton Industries can work out a scheme for economic development in Greece, why not in Watts?" Litton President Roy Ash, a member of the Coalition, could hardly disagree. Said the Urban League's Whitney Young: "The people gathered in this room can turn the country around."

The big question is whether the country is willing or ready to be turned around. Concern over "rewarding" Negro rioters could still result in a series of repressive measures by Congress. One such, an anti-riot bill passed by the House, is pending in the Senate, where the Judiciary Committee last week heard former CIA Director John McCone admit that a check on incitement might sometimes be helpful. However, McCone, who headed the presidential commission that investigated 1965's Watts riot, warned that anti-riot legislation would be no panacea. "What worries me," he said, "is the climate that might prevail in the country. I feel very deeply that unless we answer this problem, it is going to split our society irretrievably. The temptation is to say this is hopeless, but I think we have to stay at the job until we find the answer."

The program outlined by the Urban Coalition (*see box opposite*) provides cogent answers to the cities' most immediate problems. For the long term, it calls for a reexamination of the nation's priorities and interests. However difficult that may be, no attempt to alleviate the social despair and economic disparities of U.S. cities can succeed until all Americans are willing to search their hearts, consciences and pocketbooks. The Urban Coalition may well have given that effort its initial impetus.

* From left to right, Metropolitan Life President Gilbert Fitzhugh, Henry Ford II, Phoenix Mayor Milton Graham, Secretary of International Brotherhood of Electrical Workers Joseph D. Keenan, New York Mayor John Lindsay, Co-Chairman A. Philip Randolph, Rabbi Jacob Rudin, Co-Chairman Andrew Heiskell, George Meany, Cummins Engine Co. Chairman J. Irwin Miller, Minneapolis Mayor Arthur Naftalin, General Electric Chairman Gerald Phillippe, Walter Reuther, David Rockefeller.

ST. LOUIS POST-DISPATCH
Editorial Page
August 28, 1967

A Most Potent Lobby

The President and Congress last week heard for the first time from the Urban Coalition. They will hear from it again and eventually they will listen. For as David Meeker reported, it is "potentially one of the nation's most powerful lobbies," and its business is the most urgent business in America, the revitalization of its cities and their people.

The coalition was represented in Washington by 1200 persons, each one a "big name." Among them were the Mayors of the country's largest cities, the heads of some of its wealthiest corporations, some of its most eminent clergymen, influential publishers, mass union officers and distinguished professionals. Indeed it is hard to call to mind anything quite like this delegation.

Accustomed as they are to standard brand lobbyists, the politicians may have been tempted to regard this as a one-shot demonstration, too all-encompassing for continuity. After all, Henry Ford and Walter Reuther were among the delegates. So was the board chairman of General Electric and the secretary of the Brotherhood of Electrical Workers. But their diversities did not preclude a common interest in high priority for urban needs.

Much of what they had to say had been said time and again since so many in Washington have been so slow to hear. These would do well, however, to scrutinize the memorandum left by the coalition, especially its suggestions for opening up 1,000,000 new jobs. Equal attention will be due to recommendations to be made by the coalition's newly formed task forces on public employment, private employment, educational disparities, equal housing opportunities and reconstruction investment and urban development. These will come from men who know what they are talking about and who are in a position to help in the implementation of their recommendations.

The Urban Coalition exists because urban ills are felt in board rooms as well as ghettos. So it is unlikely to tolerate presidential lip service and congressional indifference. And it is likely to persevere because it has learned that self-interest carried too far becomes self-destruction.

AFL-CIO NEWS
August 26, 1967

'Hey! They're After Us!'

LISTER HILL, ALA., CHAIRMAN
WAYNE MORSE, OREG.
RALPH YARBOROUGH, TEX.
JOSEPH S. CLARK, PA.
JENNINGS RANDOLPH, W. VA.
HARRISON A. WILLIAMS, JR., N.J.
CLAIBORNE PELL, R.I.
EDWARD M. KENNEDY, MASS.
GAYLORD NELSON, WIS.
ROBERT F. KENNEDY, N.Y.

JACOB K. JAVITS, N.Y.
WINSTON L. PROUTY, VT.
PETER H. DOMINICK, COLO.
GEORGE MURPHY, CALIF.
PAUL J. FANNIN, ARIZ.
ROBERT P. GRIFFIN, MICH.

STEWART E. MC CLURE, CHIEF CLERK
JOHN S. FORSYTHE, GENERAL COUNSEL

United States Senate

COMMITTEE ON
LABOR AND PUBLIC WELFARE
WASHINGTON, D.C. 20510

file
Urban Coalition

Mr. Paul Anthony
Executive Director
Southern Regional Council
5 Forsyth N. W.
Atlanta, Georgia 31303

Dear Mr. Anthony:

We are writing you as a member of the Urban Coalition to ask your active support for the Teacher Corps.

In its August, 1967 Statement of Principles the Coalition said:

> The crisis requires a new dimension of effort... (in) jobs, housing, education...This convocation calls upon the nation to create educational programs that will equip all young Americans for full and productive participation...(including) concentrated compensatory programs to equalize educational opportunities, and universal early childhood education.

These education programs require a vast expansion in our force of dedicated, highly trained urban teachers. In 20 of our 25 largest cities, the Teacher Corps is making a very successful start toward meeting this need.

The Teacher Corps offers an exciting challenge which has drawn into inner-city teaching many dedicated young people who might not otherwise have entered the profession at all. In Chicago, for instance, a three-day recruiting campaign drew 525 applicants for 64 available positions. Nationally, 15,000 have applied for about 2,000 Teacher Corps jobs.

The Corpsmen, with 90% of their salaries paid by Federal grants to the local schools, spend two years in study, actual teaching, and community service in small teams under expert guidance.

By bringing local schools, universities, state school officials and community organizations together to work out new ways to train teachers and to reach inner-city youngsters, the Teacher Corps is providing a model for institutional innovation. As Newsweek said November 20th, "The Teacher Corps (is) the one imaginative program to shake the education establishment in decades..."

The program has been praised on all sides. But as evidence of how much it needs your active support, consider the treatment it has received in the Congressional appropriations process. When we first proposed the program early in 1965, we envisioned a program beginning at $36 million. Congress authorized a program with expenditure of $64.7 million in the second year. However, Congress appropriated only $9.5 the first year and $11.3 the second.

While the President asked for $36 million for the program this year, only $13.5 was appropriated, and that only after a prolonged and difficult legislative battle. We are thus still a long way from a program of meaningful dimensions.

During this year's appropriations fight, the education community was consistent and strong in its support. But despite strong individual endorsements, general support from the cities and urban organizations has not been felt. With your active support, we believe that this excellent program can be rapidly expanded to help us meet the crisis in urban education. We look forward to hearing from you.

Sincerely yours,

Edward M. Kennedy

EDWARD M. KENNEDY
U. S. Senator

Gaylord Nelson

GAYLORD NELSON
U. S. Senator

File

Urban Coalition
Cr. ref
Labor: Communications Workers
re: petition to constituents for jobs, housing & Education of the Disadvantaged

Communications Workers of America

JOSEPH A. BEIRNE, *President*

(AFFILIATED WITH AFL-CIO)
1925 K STREET, N.W.
WASHINGTON, D.C. 20006
TELEPHONE: FEDERAL 7-7711

September 1, 1967

Mr. Paul Anthony
Executive Director
Southern Regional Council
Atlanta, Georgia

Dear Mr. Anthony:

You indicated a true concern with America's poverty problems by taking an active part in the Urban Coalition. We in the Communications Workers of America, AFL-CIO, want to do our part, too.

As you may recall, the Urban Coalition passed unanimously a statement telling us that; "Efforts must be made to insure the broadest possible opportunity for all citizens and groups, including those in the ghetto, to participate fully in shaping and directing the society of which they are a part."

CWA is activating this plea by distributing to the more than 420,000 working people it represents the petition which is attached. Our goal is to collect well over a million signatures by September 30. We wish to present the petitions to Congress showing that there is a sweeping demand by Americans for Federal action to aid in providing the jobs, housing and education called for by the Urban Coalition.

CWA has designated a staff coordinator in each state to help in its campaign. Our members in forty-eight of the fifty states will be working at the job of getting signatures. If any of you care to give guidance or assistance to our people, I know it would be appreciated.

As we agreed at the Coalition meeting, a great task faces all of us but we can succeed if we all do our part. The efforts of the Communications Workers of America to change the present thinking of Congress is part of the Coalition Program.

Sincerely,

J A Beirne

Joseph A. Beirne,
President.

Enclosure

Petition to The Congress of The United States of America

You don't like riots? Well, neither do we!

Americans everywhere agree that action must be taken now to eliminate the causes which lead to rioting and civil disturbances in our nation.

The recent lives lost and property damaged in riots that ravaged our cities proved that the cities and states cannot carry the burden alone.

Only the Congress of the United States has both the responsibility and authority to pass the laws and appropriate the funds for jobs, housing and education needed now by the millions of impoverished Americans.

History itself has taught us that where these three basic needs are left unmet, all races are trapped in filthy, rat-infested ghettos ripe for rioting or in deplorable conditions which are "dead-end." The answer is a creative, constructive, practical program that will benefit *all* Americans directly or indirectly—not a giveaway!

Therefore, we, the undersigned, believe Congress must act by providing:

1. JOBS: Put people to work. As recommended by the President's Commission on Technology, Automation and Economic Progress, the government should become "the employer of last resort" by providing public service employment opportunities for workers who are unsuccessful in competing for jobs in private industry. This would put every American who is able and willing to work on a job.

2. HOUSING: Slum housing in this nation must go; unsafe, infested buildings must be cleaned up or closed down and decent shelter must be built. Money appropriated for this purpose must be spent carefully and efficiently, and new funds must be appropriated as needed.

3. EDUCATION: A policy should be adopted and implemented to provide free public education from pre-kindergarten up to and including the doctorate level for all, with only ability and motivation serving as qualifying factors.

By means of this petition, we make known to you that the American public demands the action that is needed now to solve the problems of the cities.

(Please sign on the reverse side of this petition.)

THIS PETITION SPONSORED BY MEMBERS OF THE COMMUNICATIONS WORKERS OF AMERICA, AFL-CIO.

CWA—The Community-Minded Union

★★★

Petition to The Congress of The United States of America

I hereby subscribe to the statement printed on the reverse side of this petition:

NAME	ADDRESS	CITY & STATE

File
Urban Coalition

September 11, 1967

Mr. John H. Wheeler
President
Mechanics and Farmers Bank
Durham, North Carolina

Dear John:

Enclosed is the check for $2,100 for the Urban Coalition.

Hope this finds you still doing well.

Sincerely,

Paul Anthony
Executive Director

PA/mmj
Enclosure - 1. (Check: $2,100)

Urban Coalition

Nat'l Guardian
9-23-67

BY JACK MINNIS

Last July Bobby Kennedy announced his plan for inducing private capital to invest in jobs and housing for the slums. His idea was that private money would not be so invested unless the owners were guaranteed a good profit. He proposed to guarantee the profit through a complicated program of tax deductions and tax exemptions. What it amounted to was a government giveaway program to private industry under the hallowed banner of help for the poor.

The program as Bobby envisioned it was no different from what Lyndon has been working for all along with his rent-supplement program (which might serve to discourage any lingering foolishness about Bobby on the left.) Lyndon announces that some 300 of the country's largest insurance companies have agreed to put up $1 billion in capital. The money will be used to build for slum-dwellers, as well as to rehabilitate slum-housing now in existence.

Here's the way Lyndon's program will work: "Non-profit" corporations will be formed (by whom you can probably guess) for the purpose of owning and managing low-rent housing. These "non-profit" corporations will borrow money from the insurance companies at standard commercial rates and engage contractors to build the housing units. The federal government will guarantee repayment of the loans. When the housing units are ready for the poor, Lyndon hopes he'll be able to find the money to pay the rent-supplements in the name of the poor, thus enabling the "non-profit" owners to charge enough rent—part from the poor and part from the taxes Lyndon collects—to repay the loans to the insurance companies. If something goes wrong in the interim, and Lyndon can't get the money from congress for the rent supplements, then he'll pay off the loans through the 100% government guarantee.

In either case the insurance companies will have invested $1 billion for "x" number of years at standard commercial interest rates, but with absolutely no risk. Whether or not any poor people get housing out of the deal is, perhaps, interesting; but it's hardly an essential of the program.

And given the fact that the cream of the profit from big real estate ventures of this type—whether or not government sponsored—is invariably skimmed off by the financiers who put up the initial loot, it can hardly be claimed that the insurance companies are doing anything particularly unusual.

Unless you'd call making the usual profit unusual.

•

In this connection it's intriguing that International Telephone and Telegraph has recently acquired the giant residential construction firm, Levitt. The construction firm is ideally suited to fit into Lyndon's "rent-supplement" scheme, as the skimmer of the second-level cream in the deal.

Of course, unless the Justice Department succeeds in blocking acquisition of ABC network by ITT, the mother corporation will be in excellent position to promote the interests of its construction subsidiary. If the acquisition gets final OK watch for some special ABC network hand-wringing about the housing plight of the slum dweller.

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The group of notables and semi-notables who set up the "Urban Coalition" to "do something" about the slums really tugs at the heart-strings.

There's Henry Ford 2nd, one of the honchos of the coalition, who's just put 160,000 of his employees out on the street rather than give them a fair shake on the profits they produce for him. He is terribly concerned that Lyndon is not going to provide sufficient jobs to keep the poor happy and contented in their poverty. An industrial statesman—a corporation with a conscience.

Then there's David Rockefeller, head of Chase Manhattan Bank. He, too, is a leader of this heart-warming demonstration of the concern of the rich for the poor. He can afford to call upon Lyndon to tax the people to provide jobs with federal funds. His wealth is largely tax-free, we understand, because of the elaborate tax-exempt foundation structure through which he controls it. As Congressman Wright Patman said (to the horror of the House): "The history of the Rockefeller family is one of tax dodging, not tax-paying."

The third of the great corporation leaders spark-plugging the "Urban Coalition" is Gerald L. Phillippe, chairman of General Electric. We'll not go into the extensive criminal record GE has accumulated in its long history of fraud, deceit and violence against the people. One item will suffice. The first of last August, it came out that GE had been producing color TV sets containing picture tubes which emit radiation harmful to human life. GE did not announce this publicly. Such an announcement would have permitted TV watchers with the GE sets to decide for themselves whether radiation poisoning was too high a price to pay for I Love Lucy and the Beverly Hillbillies. But it would also have upset the public, explained GE's general counsel. Besides, he pointed out, GE did not have sufficient tubes available to replace those that were radioactive. Good Heavens, people might have bought replacements from another manufacturer!

With friends like these, the poor need no enemies.

(Spec.)

Advice to the Urban Coalition

ELI GINZBURG

THE URBAN COALITION, a voluntary group of leaders from American business, labor, religion, the civil-rights movement, and local government, called on the nation to mount new programs to cope with the riots that have wracked our cities this summer and to enable "the disadvantaged minorities to share in all of the benefits of our society." The group mobilized citizen participation in a convocation of eight hundred delegates in Washington on August 24, and has put forward two major proposals: an Emergency Work and Reconstruction Program under Federal auspices, and Earn and Learn Centers as the joint venture of business, labor, and local government.

To set these in perspective, we must first go back to the Employment Act of 1946 in which Congress, by a large bipartisan majority, affirmed that "It is the continuing policy and responsibility of the Federal government" to bring about "conditions under which there will be afforded useful employment opportunities . . . for those able, willing, and seeking work." As with so many commitments of the American people, particularly those affecting Negroes and the poor, this one has been fulfilled only in part.

Fifteen years elapsed after the passage of the Employment Act before Congress passed the first legislation to include provisions for training the unemployed and underemployed (Area Redevelopment Act). It took the country eighteen years —from 1946 until the tax-reduction program was passed in 1964—to make proper use of fiscal and monetary measures to establish and maintain a high level of output and employment. And it was not until 1965-1966, two decades after the passage of the Employment Act, that Congress took the first halting steps toward a job-creation plan of the most modest proportions—the Nelson-Scheuer and the Kennedy-Javits programs. These have provided jobs for the unemployed in public agencies concerned with beautifying rural America and in providing basic services to urban America.

The Coalition's proposal that the Federal government launch an Emergency Work and Reconstruction Program recalls the large-scale public works undertaken by the government during the great depression of the 1930's. The WPA provided jobs and income for the unemployed and helped to construct roads, parks, schools, and airports. But the men who were on WPA in the 1930's were a broader cross-section of the labor force in terms of age, skill, and color than are the unemployed of the slums today. Moreover, today the economy is operating at a high level and many jobs are unfilled. This much is clear: a simple replication of WPA would not be fully responsive to today's problems.

A Matter of Self-Respect

What would an effective job program entail? Apart from being adequate in scale and scope, providing a job for every man and woman able and willing to work, it would have to supply incentives to break the habits of prolonged idleness. For one thing, the jobs would have to carry a living wage. If a man is to gain a sense of accomplishment and self-respect from working, then he must be able to support himself and his family through his work. Today in New York City alone there are twenty thousand heads of household who are unable to earn enough through their work and must receive supplemental welfare allowances or food stamps. Furthermore, the jobs would have to be real jobs, not make-work assignments. The alienation of the slum population is deep enough: we must not isolate them further from the rest of society by offering them pseudo-jobs.

To this end, the jobs that are provided should be part of an employment structure that has built-in progression through supervision, on-the-job training, and promotion based on experience and seniority. If work is to be meaningful, it must provide opportunities for growth and self-improvement. This is of critical importance.

Can the Federal government design a job program that will fulfill these requirements? To understand the magnitude of this task, it is necessary merely to recall that WPA did not provide work for all; it did not offer a living wage; at least some of its jobs were make-work; and there was little or no opportunity for a man to advance up the job ladder. The Urban Coalition's proposal for a Federal job program, in short, has no model ready at hand.

The Federal government should certainly be able to mount a considerable number of useful projects in urban areas that would provide employment for many who are currently without work. But these alone would do little to meet the other important requirements—a living wage and career opportunities. Indeed, once the Federal government begins to pay a living wage to men and women on a work program, many now employed in the profit and non-profit sectors of the economy who earn less than a living wage may choose to join the ranks of the unemployed in order to qualify for the new program. According to the recent *Manpower Report of the President* the number of slum dwellers with subminimum wages

9-7-67

exceeds by far the numbers who are unemployed.

Nor is this the only untoward eventuality that must be anticipated. What of the very substantial numbers of poor whites and poor Negroes who, despite the massive cityward migration of the last two decades, still live on farms or in rural nonfarm locations? We must expect them, too, to drift into the cities and attempt to get jobs on the Federal work program. A very substantial number of poor people, especially Negroes, did just that in the 1930's, once they realized that in the city they would have a better opportunity for employment, and that if they failed they would be eligible for one or another type of relief. Indeed, most of the population in today's slums are migrants from the South.

The truth is that it will not be possible to design a work program satisfactory to the disadvantaged of the slums without also creating a magnetic pull on many other poorly paid workers in the urban and rural economy, a pull so powerful that the Federal government would not be able to cope with the numbers seeking jobs on the new program.

WHAT THEN can the Federal government possibly do to help in the critically important area of employment?

Let us first consider the other end of the spectrum, the profit and nonprofit sectors, where good jobs are going begging, and where, even if they are eventually filled, few go to the unemployed of the slums. Many of these jobs, especially in manufacturing, are on the periphery of the metropolitan regions, two hours of travel time and three dollars of carfare away from the inner city. While fundamental improvements in interurban transportation will require years, the Federal government should be able to improvise.

Many of these unemployed are women with responsibilities for young children. But many of them would prefer to work if they could, and there are jobs awaiting them in hospitals, department stores, offices, and households. To take them, however, they must be able to leave their children in day care centers. The Federal government could do much more to speed the establishment, expansion, and improvement of such services.

The Federal government is the single largest employer in the country and through its contract compliance system can exercise a potent influence over hiring in the private sector. Many of the hard-core unemployed or underemployed are unable to apply for good jobs that pay well and have a future because of union restrictions or employers' hiring standards. A man without a high-school diploma or one with a police record is often automatically disqualified. The U.S. Civil Service Commission might take the lead to open job opportunities to those now excluded; the Federal government's contract mechanism could also be used effectively to the same end.

Some days ago, the newspapers carried a report of the special effort

that Mayor James H. J. Tate made to elicit the co-operation of Philadelphia businessmen in providing jobs for unemployed persons "in an effort to relieve racial tensions." He received pledges of 1,500 jobs from 250 employers. Among the jobs offered were those of waiters, dishwashers, maintenance men, painters, clerks, hospital aides, chauffeurs, and busboys. If the Federal government were persuaded that good jobs, not just any jobs, were an essential ingredient of a solution to our rising racial tension, it might well consider the advisability of devising a system of quotas—Britain has long had such a system for the physically disabled—in which every large and medium-sized employer must absorb a limited number of disadvantaged workers. It might also be willing to venture into another untested arena and provide subsidies for employers willing to absorb—and who demonstrate that they are able to retain and eventually promote—persons certified as handicapped for employment. The subsidy would be a method of underwriting the indoctrination and training costs involved in upgrading a man's qualifications.

Another approach open to Congress is to expand substantially the small number of workshops now subsidized by the Vocational Rehabilitation Administration in which disadvantaged people, especially older persons, are able to earn money and to make some useful contribution in a protected environment. Some of these, as their work habits, self-confidence, and skill improve, will eventually be able to move out into the general labor market.

We have identified several ways in which the Federal government can make a significant contribution to speeding the employment of the hard-core unemployed other than by seeking to do the whole job through a work program. It can and should move along the following axes: subsidize interurban transportation fares, expand day-care centers, adjust its own employment criteria and persuade its contractors to do likewise, explore the use of a quota system for placing the disadvantaged in jobs, consider the use of subsidies to the same end, and expand sheltered workshops to meet the needs of those who cannot be employed, initially or ever, in the competitive market.

These several recommendations are not easy to put into practice, but they have the merit that the unemployed of the slums would not only get jobs, but jobs that pay a living wage and have a future. These are the only jobs that many will accept. But unless angry, frustrated young Negroes see how these jobs will lead them to a better life, they may still reject them. Unless Negroes who earn a living wage can escape from the slums, many young people will see little point in trying to become self-supporting.

What about the Urban Coalition's

proposal that business, labor, and local government co-operate to promote "Earn and Learn Centers in the cities of the country to provide job training and jobs"? What lessons can be extracted from our sizable experience with the different forms of training the hard-to-employ which the country entered upon five years ago under the Manpower Development and Training Act and to which it has directed ever increasing money and effort?

The Lessons of Experience

Several generalizations can be safely ventured. First, many of the hard-to-employ cannot be trained until they have been persuaded to come to a center for counseling and appraisal, have had pressing health defects remedied and have received instruction to meet basic literacy standards—all before entering the first training class. Many of the unemployed who need help most have neither the know-how nor the incentive to leave the "security" of their isolated but familiar corner of society for the uncertain gains that might follow upon fitting themselves into society at large. Therefore, the first major task is to make contact with them and to encourage them while they make the effort to acquire a skill.

We have also learned that the poor, adolescents and adults alike, must be paid while in training or they will not enter or complete a program. We know, too, that by far the most successful training takes place on the job. The process is usually easier where others are engaged in operating machines similar to those on which they are being taught.

Finally, many who complete training and who start on a job don't last. The reason usually is not that they have been poorly trained in skills but that their work habits are not satisfactory. They come late; they don't report at all on Mondays; they balk if asked to go on the night shift; they become belligerent if their work is criticized. Or they just feel unhappy in their new environment and drift back to their old haunts and companions. It may be necessary to counsel a man when he is first processed. But we have learned that many who have never held steady jobs must be supported as they make the difficult transition to the world of work. Without understanding employers, foremen, and fellow workers, many newly trained workers will not be able to make it.

FOR THIS REASON, centers in which to evaluate the unemployed and to provide various services for them are essential. They can provide some orientation and some supplementary instruction, but should not do the actual training.

Making the Earn and Learn Centers a joint responsibility of the principal groups in the community rather than a Federal government program is sound. Federal funds will be needed to help underwrite training allowances, but the bulk of the task requires the serious commitment of local entities. Business must take the lead in pinpointing its hiring needs and in helping to structure and staff the training programs. Labor must be much more co-operative than it has been under MDTA in supporting pre-apprenticeship training programs and it must abolish the restrictive requirements for apprenticeship to allow more minority youth to qualify. Finally, local government must make available its multiple services in education, health, and welfare. All these are inseparable, major efforts without which the training and retraining of the unemployed of the slums cannot succeed.

Government Poverty-Gen

Programs and Priorities

SAR A. LEVITAN and GARTH L. MANGUM

THE RECENT RIOTS in city slums across the nation have been seen by many as evidence of the failure of the antipoverty and manpower programs. A more correct assessment was given by President Johnson in the wake of the violence that ravaged Newark and Detroit. After listing the major Great Society welfare and educational legislation, the President concluded, "Our work has just begun." He might also have added that a strange sense of priorities has been involved.

To be sure, billions have been spent for urban renewal, but little to house the families that were displaced. Federal aid has concentrated on insuring mortgages on middle-class homes, improving higher education and college housing, and building roads and airports to speed suburbanites to their downtown offices or to favorite vacation spots. Only the antipoverty program has been specifically designed for the poor, and its expenditures have been relatively modest. Congress appropriated $1.7 billion for the Office of Economic Opportunity during the last fiscal year. The amount may appear massive but actually it amounts to only $57 per poor person.

Dollars, however, provide little understanding. It was people who rioted and the relevant comparison is the number of people helped. The Economic Opportunity program was designed not to make poverty comfortable but to provide work, training, and various services as roads out of poverty. It was preceded by the Manpower Development and Training Act of 1962 which was originally designed to retrain experienced workers who had been displaced by technological change. However, as quickening economic growth reabsorbed them into new jobs, the program has gradually transferred its attention to a more disadvantaged clientele.

What We Are Doing

The Economic Opportunity Act established four key work and training programs. The Neighborhood Youth Corps provides some education and public employment at $1.25 an hour to poor youth both in and out of school. The Job Corps recruits youth from low-income families for training in residential centers. The Work Experience and Training Program aids public assistance recipients and other adult poor. The Community Action Program, among other activities, hires the poor to serve the poor in their neighbor-

9-7-67

Urban Coalition (spec)

The Politics of Consortium

by Michael Miles

Many Americans were inconvenienced by the late riots. A Grosse Pointe matron who was unable to pick up her ticket to Europe from a downtown Detroit travel bureau decided to drive to California instead. The national political parties viewed downtown Chicago or San Francisco with reserve and favored easily defensible Miami Beach for their '68 conventions. Some congressmen demanded police reinforcements for Capitol Hill. And President Johnson had to appoint a riot panel.

Of greater import is the Urban Coalition, which has *Time* on its side, not to mention General Electric, Chase Manhattan, and Ford. Also endorsed by labor, civil rights, and municipal leaders, the coalition aims to "reorder national priorities." This does not mean it opposes war expenditures but that it favors an *additional* $4 billion outlay to create a million jobs in "meaningful public service" for slum denizens. Contemplating a $29 billion deficit, a ten percent tax surcharge, and congressional opposition to its modest urban program, the Administration views the coalition's proposal with distaste.

But establishmentarians have "seen the light by the burning fires," coalition advocates maintain. The Chase Manhattan Bank meantime, whose president David Rockefeller is on the coalition's steering committee, has told a foundation not to invest several million dollars in Harlem. One of Chase's officers said that the "bank is not recommending mortgage loans and investments in cities of potentially riotous conditions." For his part, President Johnson is mainly interested in his war, although he also hankers after his reelection in 1968, a condition of which is some degree of domestic tranquility.

The solution lies in a joint venture of private enterprise and government – a consortium – which reconciles one partner's taste for profit with the other's taste for war. There is a potential $50-billion market in rebuilding the slums, which could incidentally generate a million jobs. A housing credit gap separates the poor who are unable to pay for good housing from investors loath to take a risk. It might not cost much for the federal government to close the gap by subsidizing the interest rates that the poor pay for home loans, and guaranteeing the loans made by financial institutions; especially if corporations with large capital resources, like General Electric, US Gypsum and Litton Industries reduced building costs by prefabrication and other techniques.

The federal contribution would be "seed money" and the resulting leverage might generate five dollars of private investment for every federal dollar. Therefore in this way the Administration could conceivably face up to the urban crisis without disturbing its other political priorities. Johnson could replace consensus politics, dependent in some measure on unreliables and irresponsibles such as students, Negroes, and the man in the street, with a consortium politics of big government, big business, and big labor entwined in the blissful embrace of common interest. In the name of the free enterprise system, the consortium could move into one of the remaining areas where free enterprise actually operates, though ever so inefficiently – the construction industry. Just as development costs are paid and markets assured by the federal government in the space and defense industries, so the "cities industry" might benefit from loan guarantees and even from special tax breaks, *i.e.* subsidies. The poor would benefit while a better integrated power elite profited. In Washington, this is called "Creative Federalism."

President Johnson has appointed the president of Litton Industries to his "Commission on Civil Disorders" and the chairman of US Gypsum to the Kaiser Commission (which will probably make a slum rebuilding recommendation some time in December). The Urban Coalition could be useful to him in creating a political constituency for a slum rebuilding program, if his political opponents do not use it as a forum against him first. Newspapers reported "implied criticism" of the President in the coalition's August convocation, while he is said to have telephoned Mayor Lindsay the morning of the latter's keynote address. Arguing that it represented a "conflict of interest" with the riot commission of which Mayor Lindsay is also a member, President Johnson reportedly asked Lindsay to cancel the speech. Lindsay offered to resign from the commission. The President deferred to the mayor.

In consortium politics, there are problems. For one, the building trades are grossly discriminatory, which would embarrass a program designed to provide slum employment. The unions also support antiquated building codes whose specifications preclude prefabrication or other improvements in building technology. Nonetheless, the unions may come to accept the argu-

ment that improved efficiency and equal opportunity would mean more, not fewer, jobs. More than half of the membership of several unions consists of men on the industrial side of building who would have nothing to lose by prefabrication and other such techniques. In Pittsburgh, the building trades have actually come around on the discrimination and building code issues. Presumably to induce similar commitment, Mr. Johnson has appointed AFL-CIO leader George Meany, who is also an old building trades man, and Joseph Keenan, president of the International Electrical Workers, to the Kaiser Commission. As members of the steering committee of the Urban Coalition, these two have given verbal commitments to support equal opportunity and modernized building codes.

A Good Trick

But the President's major problem is politics *per se* (alternatively spelled *per cy*). Once upon a time, he could have had the private sector all to himself. A design for a national Urban Development Corporation was originated last year at a conference of housing experts at Woods Hole, Mass. But because of some technical deficiencies in the concept and perhaps also because of presidential pique at a news leak, the idea was never presented to Congress. Now Governor Nelson Rockefeller, who leads Johnson in presidential polls, has proposed his own Urban Development Corporation in New York. The essential concept of it is Hortense Gabel's, former commissioner of rent and rehabilitation in New York City. If it materializes (PR is one of the art forms of consortium politics), it will be capitalized at $50 million. Johnson must now rely on his Kaiser Commission to develop a program sufficiently original to differentiate it from the Rockefeller program. This would be a good trick, because Miss Gabel also helped to design Johnson's original program.

In the Senate, Johnson must contend with Robert Kennedy and his shadow cabinet who have their own slum rebuilding proposal based on tax incentives to big business. In anticipation of the hearing of the bill before the Finance Committee, President Johnson has organized a task force with the specific purpose, according to the *Wall St. Journal*, of discrediting the proposal. Senator Percy also recently introduced his famous homeowner's bill. Unanimously backed by the Republicans in the Senate, this proposal was scotched in committee and an Administration alternative substituted for it.

It is to the credit of the Percy bill that it took cognizance of what is naturally ignored in consortium politics – the poor people themselves. In particular the bill allows for community corporations which residents might democratically control on a one-man, one-vote basis. Such nonprofit corporations qualified as "eligible borrowers" in the Percy bill, and would have had a ready source of financing through the provision of a national homeowners foundation (which, however, would be controlled by fat cats). Still, the people themselves might have obtained a large measure of control over the planning and design of any development schemes in their neighborhood.

There is no evidence of presidential concern for community control of ghetto development. The Administration's alternative to the Percy homeowners' proposal would channel interest rate subsidies through the HUD and FHA bureaucracies, with no provision for community control of builders. The first proposal of the Kaiser Commission (eventually, it is likely to propose a massive consortium scheme) was transfer of the management of public housing to private firms, that is, change of an inefficient for an efficient overseer of the poor. And when Senator Ribicoff proposed a Neighborhood Development Corporation bill, it was necessary to concede effective City Hall veto over the operation of such corporations to mollify HUD, which in the end opposed the bill anyway.

Thus, there is slight chance of community corporations controlling neighborhood development, should business and government decide to enter the field in a big way. The community corporation is too experimental, according to the lights of business and government. For this reason, the experience of the Bedford-Stuyvesant Restoration Corporation, sponsored by Senator Kennedy of New York, may prove crucial. It is the only extant community corporation which is designed to combine popular control and massive input of private capital. Although not benefitting from any government program of interest subsidies or loan guarantees, the restoration corporation will use government and foundation grants for a "seed money" program of its own. The Bedford-Stuyvesant project has had its troubles, but it now has $8 million in grant money to work with, and also the support of some of the militant factions. Heretofore, the corporation's board of directors has not been democratically elected. But CORE's Sunny Carson has agreed to join the board on the condition (conceded by chairman Thomas Jones) that the board be democratically elected once the corporation gets rolling. Unlike Kennedy's Senate bills, which subsidize private industry while providing only a modicum of community control (Tenant Management Corporations), the Bedford-Stuyvesant project offers the prospect of popular control of the development process itself.

But the Bedford-Stuyvesant model is unlikely to be implemented on a national scale. The time is out of joint and there is precious little of it remaining before the '68 election. President Johnson must take some action to prevent riots in an election year, while sustain-

1967

ing the Vietnam war. The natural solution is an alliance of big business and government which would clean up the ghettos while lining up the "responsible leadership" of the international corporations behind Johnson. For the Administration to support community corporations would only serve to alienate the middle-class leadership of the municipalities. Thus a unique historical opportunity may be foreclosed. Community corporations may continue to exist in odd corners but be excluded from the initial determination of the social design and the institutional shape of the ghetto. This would be sad. Although they might be captured by their capital sources or by their technical advisors or by local con artists, community corporations are the only thing in sight that might empower black and poor people. An even more distant speck on the horizon – perhaps a sail or perhaps only a piece of driftwood – is the possibility of such corporations serving as an agency of social change for the entire society. Insofar as they are new, quasi-governmental, democratically structured institutions, community corporations have subversive promise. As Milton Kotler, who developed the concept, has said, "Technology has never been a substitute for political freedom and liberty." By functioning as an intermediate association between the individual and the monster bureaucracies, the community corporation might revive the Rousseauist model of a democracy of vigorous, responsible citizens. In the process, it might redeem the promises made in this country almost two hundred years ago.

Bring up. Aug 22

Emergency Convocation: The Urban Coalition

1717 Massachusetts Avenue, N.W.
Washington, D.C. 20036
(202) 265-2224

Steering Committee:
Mr. Andrew Heiskell, Co-Chairman
Mr. A. Philip Randolph, Co-Chairman
Mr. I. W. Abel
The Honorable Ivan Allen, Jr.
Mr. Roy Ash
The Honorable Joseph M. Barr
The Honorable Jerome P. Cavanagh
Mr. Frederick J. Close
The Honorable John F. Collins
The Honorable Richard J. Daley
Archbishop John F. Dearden
The Honorable Milton Graham
Dr. Arthur Flemming
Mr. Henry Ford II
Mr. Gilbert W. Fitzhugh
Mr. Joseph D. Keenan
The Reverend Dr. Martin Luther King
The Honorable John V. Lindsay
Mr. George Meany
The Honorable Arthur Naftalin
Mr. Gerald L. Phillippe
Mr. Walter Reuther
Mr. David Rockefeller
Mr. James Rouse
Rabbi Jacob P. Rudin
Mr. Theodore Schlesinger
Mr. Asa T. Spaulding
Mr. David Sullivan
The Honorable James H. J. Tate
Mr. John Wheeler
Mr. Roy Wilkins
Mr. Whitney M. Young, Jr.

Single Room requested for Aug 23 about 7 pm

Departure Aug 24 (Washington Shoreham Hotel)

File: Make file Urban Coalition

August 12, 1967

Mr. Paul Anthony
Executive Director
Southern Regional Council
5 Forsyth Street, N. W.
Atlanta, Georgia 30303

Dear Mr. Anthony:

It is with a strong sense of urgency that we invite you to join in the Emergency Convocation of the Urban Coalition, to be held August 24 at The Shoreham Hotel in Washington, D. C., from 9:30 a.m. to 5 p.m.

The Urban Coalition was formed on July 31 by the individuals named above, in direct response to the national crisis in the cities. Alienation has erupted into violence in the slums of 104 communities during the past two summers. We believe that an immediate attack must be launched to reorder our national priorities and to obtain a major commitment of national resources--both public and private--on the scale of the crisis itself.

We are calling the Emergency Convocation, involving 1,000 leaders of our national life, to carry forward the goals of the Coalition. They include: (1) an emergency work program to provide job training and employment for the urban poor, now being drafted into specific legislation; (2) a major expansion of the private sector's efforts to train and provide jobs for the hard-core unemployed; (3) a long-range program for the physical and social reconstruction of American cities.

The Coalition's statement of purpose is enclosed, along with a registration card and hotel reservation form for the Convocation. We hope that you will give your full personal support to the Convocation's goals by agreeing to attend.

Sincerely,

Andrew Heiskell

Andrew Heiskell
Co-Chairman

A. Philip Randolph

A. Philip Randolph
Co-Chairman

See Urban Coalition

THE URBAN COALITION
1819 H Street, N. W.
Washington, D. C. 20006
202-293-1530

October 1967

Dear Friend:

Enclosed is the first of the monthly reports which the national coordinators now will be sending you in order to keep you acquainted with the continuing activities of the Urban Coalition.

In addition, you will shortly receive a roster of those who attended the August Convocation, and later in October the complete proceedings of the August Convocation will be mailed.

Meantime, it would be most helpful for you to inform our national coordinating office of the efforts in your community to form local coalitions and implement the goals of the Statement of Principles, Goals and Commitments.

Sincerely,

Andrew Heiskell
ANDREW HEISKELL
Co-Chairman

A. Philip Randolph
A. PHILIP RANDOLPH
Co-Chairman

THE URBAN COALITION
1819 H Street, N.W.
Washington, D.C. 20006
(202) 293-1530

National Coordinators:
John Feild
Ron Linton

ACTION REPORT

September 24, 1967

One month after our Emergency Convocation in Washington, D. C., The Urban Coalition has established its own offices in the Federal Bar Building West in Washington, D. C. Coordinating staff is being drawn together from the various groups in the Coalition to service the seven Task Forces that are now beginning to move.

Local Coalitions Forming: Dozens of communities around the country have responded to the Emergency Convocation with plans to organize representative Local Coalitions. An Emergency Task Force on Local Coalitions is being created to assist these groups and to establish liaison with the national effort. Representatives from those cities that have asked for information and assistance will be invited to an all-day national planning meeting on October 17th. As an interim goal, the Task Force will attempt to establish liaison with local coalitions in at least fifty major urban areas by November 15th. By that date local steering committees are expected to have organized local Emergency Convocations patterned after the Washington meeting.

Emergency Work Program: As a step in the right direction, the Task Force on Emergency Work recommended and the Steering Committee authorized support for the Emergency Employment Act, co-sponsored by Senator Joseph Clark (Dem-Pa) and Senator Jacob Javits (Rep-NY). At the same time, the Coalition called upon Congress to expedite action in providing full funding for the Poverty Program, Rent Supplements, Model Cities, and the Equal Opportunity in Housing measure now pending in both houses.

Emergency Task Force on Educational Disparities: Mr. Roy Ash, Dr. Arthur Flemming and Mr. Roy Wilkins of the National Steering Committee have started planning what The Urban Coalition can do to lend its support to both new and on-going efforts that will contribute to the elimination of educational disparities. Their technical work group is being drawn from leading school personnel, civil rights groups, labor, industry and church groups.

Communications and Public Education: A new Task Force has been set up in this area under the co-chairmenship of Mr. Joseph H. Allen, President of McGraw-Hill Publications, Mr. John Johnson, President of Johnson Publications, and Mr. Harold Fleming, President of Potomac Institute. They are assembling a working group drawn from the leading mass media to assist the Coalition with its efforts to emphasize the nature of the urban crisis.

Convocation Participants: Proceedings of the August Convocation are now being completed and will be distributed to the convocation participants in the near future. Apologies to those who expressed a desire to help The Urban Coalition and have not yet been called upon. As the Task Force programs develop, it is expected that an increasing number of those who indicated interest will be contacted. The local coalitions that are now forming may well need assistance from all segments of those who attended. The organizational phase of The Urban Coalition and its local counterparts has reflected the emergency nature of the concern of those involved and will continue to move with this sense of urgency. Your understanding of the problems involved in coordinating the interests of the diverse segments of this Coalition and its national dimension can help keep the momentum of the Emergency Convocation moving forward in an orderly way. Monthly Action Reports will be sent to all of those who attended the August Convocation.

Private Employment Expansion: The Task Force on Private Employment Expansion is developing plans with which it will be able to assist local committees where Coalitions are established to accelerate specific programs for the expansion of private employment opportunities for hard-core unemployed workers. Meantime, work is proceeding on developing new ideas on recruiting, testing procedures, training, managerial assistance, employment standards, youth motivation, and private industry assistance to public projects. Expansion of private employment opportunities will be a major priority of the Coalition.

Reconstruction Investment and Urban Development: Mr. David Rockefeller, Mr. Walter Reuther, and Mr. Joseph Keenan have scheduled a series of meetings to chart the program of this Emergency Task Force. They are now reviewing such matters as needed public investment, as well as incentives to encourage greater private investment in ghettos and barrios throughout urban America. They expect to work closely with the Insurance Industry Committee on Urban Problems as well as other segments of industry, organized labor, local government, civil rights and religious groups.

Equal Housing Opportunities: As indicated above, the Coalition has publicly expressed its support of federal legislation to guarantee equal housing opportunities. Beyond this, the Emergency Task Force has initiated plans to accelerate greater private effort in this field. Preliminary discussions are being held with key leaders in the housing industry, banking and insurance groups as well as with national and local fair housing groups which have been working for some time in expanding housing opportunities. Leaders in these interest groups will be asked to assist the Coalition in developing an action program in this area and a national planning session in the very near future.

Vol. 1 • No. 7 • March 1968

THE URBAN COALITION ACTION REPORT

Published by The Urban Coalition • Federal Bar Building West • 1819 H St., N.W., Washington, D.C. 20006

John Gardner New Head of Urban Coalition

Former HEW Secretary Takes Executive Post

Co-Chairmen Andrew Heiskell and A. Philip Randolph announced last month that John W. Gardner had accepted the Executive Committee's request that he become chief executive officer of the Urban Coalition.

Mr. Gardner, who recently resigned as Secretary of Health, Education and Welfare, assumed his Coalition duties on March 1. He will serve concurrently as a consultant to the Carnegie Corporation of New York, with offices in Washington, but will be on loan to the Coalition, to which he will devote a major portion of his time.

In their announcement, the Co-Chairmen said the Coalition's Executive Committee agreed "enthusiastically and unanimously" to ask Mr. Gardner to take the new position. Of Mr. Gardner, they said: "Only a man with the exceptional stature and the rare combination of executive ability, intellect and idealism of John Gardner can provide the leadership needed to achieve the Urban Coalition's goals."

Mr. Gardner said he had discussed the new position with President Johnson and "he urged and encouraged me to accept." The day following the announcement, the President said he was "gratified" by the new appointment and had assured Mr. Gardner of White House cooperation.

The new Coalition executive was president of the Carnegie Corporation at the time of his appointment to the Cabinet by President Johnson on July 27, 1965. A native Californian, he holds A.B. and M.A. degrees from Stanford University, a Ph.D. degree from the University of California, and honorary degrees from a number of other colleges and universities. Before World War II he taught psychology at the University of California, Connecticut College for Women and Mount Holyoke College.

Mr. Gardner has been chairman of a number of Presidential task forces and commissions. He holds the U.S. Air Force Exceptional Service Award and the Presidential Medal of Freedom, the highest civil honor in the United States.

He is editor of President John F. Kennedy's book *To Turn the Tide,* and is the author of the books *Excellence* and *Self-Renewal.*

John W. Gardner

TEXT OF GARDNER STATEMENT

Mr. Gardner issued the following statement after accepting the Urban Coalition position:

"The hour is late. It is time for a major mobilization of private sector leadership to cope with the troubles that afflict the Nation.

"Every serious American understands the gravity of the problems confronting our cities today. Every thoughtful person comprehends the social consequences of violence and destruction on the scale of last summer's riots.

"Turning our backs on the problem won't help. Business as usual won't help. Neither hatred nor coercion on either side of the conflict will move us toward a solution.

"The cities cannot solve their problems without better mobilization of the talent, resources and leadership that exist in the cities themselves. We need new forms of collaboration between the various leadership elements in the city—city hall, business, labor, minority leadership and so on. The most significant effort to produce such collaboration today is the Urban Coalition."

President Johnson Proposes Multi-Billion Dollar Urban Program

On February 22—Washington's Birthday—President Johnson sent his "Crisis of the Cities" message to Congress. It called for a multi-billion dollar program to attack basic city problems.

The heart of the President's message was a proposal for enactment of a "Housing and Urban Development Act of 1968". This Act would set as a national goal the construction of 26 million new homes and apartments over the next 10 years.

Six million of these would replace what the President called "the shameful substandard units of misery where more than 20 million Americans still live". This would be 10 times the replacement rate of the last 10 years.

The President asked for authorization for only the first five years of the program—covering the construction and rehabilitation of 2.35 million units with $2.34 billion of contracting authority.

For fiscal 1969, 300,000 units benefiting one million people would be authorized. (See table for a breakdown of these units by type.)

Private Sector Involvement

Most of the proposals in the Act are keyed closely to the cooperation of the private sector.

The President called for "a new partnership between business and Government" and called the commitment of the life insurance industry to set aside one billion dollars of investment funds for low-cost housing a "first outline" of that partnership.

The government's role, the President said, is to stimulate private energy and local action, provide capital where needed, guarantee financing and offer other assistance.

The message also asked Congress to authorize:

- $2 billion for fiscal 1970 and 1971 for model cities grants. The model cities request for fiscal 1969 is only $500 million.

- $1.4 billion for urban renewal projects in fiscal 1970, with an increase of $350 million in fiscal 1969 for urban renewal related solely to model cities programs.

Other Features

The President again asked for passage of his temporary tax surcharge proposal, strongly supported his funding request for the Office of Economic Opportunity, and again asked for passage of fair housing legislation.

One of the new proposals in the message called for the establishment of a cooperative federal-state-industry program to provide adequate "inner city" insurance protection.

The President also covered urban transportation problems in the message. He recommended an authorization of $230 million for fiscal 1970 "so cities can begin now to plan the improvement of their mass transit systems and service to the people."

He said he would shortly submit a reorganizational plan transferring to the Department of Transportation the major urban transit grant, loan and related research functions now in the Department of Housing and Urban Development. This plan, however, would retain HUD responsibility for transportation planning at the local level.

Despite the scope, cost and complexity of the proposals, the President did not claim they would cure the ills of the cities.

He said: "no one can say how long it will take, or how much of our fortune will eventually be committed."

Breakdown of 300,000 low and moderate-income housing units projected for fiscal 1969 in President's Message on the cities, Feb. 22, 1968.

Home ownership		
Proposed new interest rate subsidy sales program, Sec. 235:	85,000	
Rehabilitation loans and grants	15,000	
	100,000	100,000
Public Low-rent Housing:		75,000
Rent supplement housing:		35,000
Rental		
Existing below-market interest rate program, FHA:	38,000	
Proposed new interest rate subsidy rental program, Sec. 236:	40,000	
Direct loans for elderly:	12,000	
	90,000	90,000
		300,000

An estimated 54,000 units would be through rehabilitation, the balance through new construction.

COALITION PLANS NATIONAL CONFERENCES

The Urban Coalition is making plans for a national conference of local coalitions in Washington on April 2, with tentative plans for a national legislative conference on employment the following day.

All cities which have formed local coalitions are urged to send representatives to the first day's conference. It is designed to provide an interchange of information, experience and problem-solving techniques in the development of local coalition programs, and also to provide an opportunity for the locals to select representatives to the Coalition steering committee.

Local coalition representatives will be invited to join those from other segments of the Coalition for the proposed legislative conference.

The theme of the legislative conference would be the necessity of legislation to bring about full employment opportunities. Included in the consideration would be legislative proposals for full-time and summer employment.

Both conferences would be held at the Shoreham Hotel in Washington.

Coalition Holds Private Employment Meeting in Kansas City

More than 200 people from 13 states participated in a one-day action conference on private employment in Kansas City, Mo., this week. The meeting was the last in a series of three dealings with private employment problems and opportunities.

J. A. Hosford, general manager of Western Electric Company's plant at Lee's Summit, Missouri, described the imaginative employment program being carried out by the Kansas City (Missouri and Kansas) Urban Coalition. It features pledges by major employers to hire and train "marginally-qualified" people. The goal is about 1000 jobs for such people each year.

Both Hosford and Francis Keppel, chairman of the board of General Learning Corporation, pointed out that there is some degree of risk for business in carrying out such employment programs. But Keppel added: "The disadvantaged residents of the big city ghettos are proving that underneath all of that misery and desperation lies a great deal of intelligence and latent ability just yearning for a chance to express itself."

Mayors Ilus W. Davis of Kansas City, Missouri, and Joseph H. McDowell of Kansas City, Kansas, welcomed the delegates.

J. A. Hosford

Mayor Davis

Francis Keppel

Participants in Kansas City meeting included (left to right): Christopher Mould, the Urban Coalition; Rev. Thomas J. Ritter, Opportunities Industrialization Center; and William Flynn, National Association of Manufacturers.

Action Notes . . .

James F. Oates, Jr., chairman of the board and chief executive officer of the Equitable Life Assurance Society of the United States has accepted an invitation to become a member of the Urban Coalition Steering Committee. The press of other commitments has made necessary the resignation of Steering Committee member Gilbert W. Fitzhugh, president, Metropolitan Life Insurance Company.

* * *

Plans for a "Rural Coalition", described as a counterpart to the Urban Coalition, were discussed at a recent meeting of the newly-organized National Conference of Anti-Poverty Agencies at Columbia University in New York.

* * *

The Boston Urban Coalition reports good progress. At a February meeting, Robert Slater, president, John Hancock Mutual Life Insurance Company, was elected chairman, three task forces were named, and a committee appointed to recommend a permanent organizational structure.

* * *

Mitchell Sviridoff, vice president and director of the Division of National Affairs, the Ford Foundation, described the responsibility of foundations in the urban crisis in a recent *New York Times* interview. Foundations, he said, must be "active participants, supplying not only financing but becoming actively involved in new enterprises". He said the Urban Coalition offers "our greatest hope today, not only in the city, but nationally". Mr. Sviridoff assumed the Ford Foundation post on January 1, after serving as New York City's Human Resources Administrator.

Coalition Business Leaders Support Civil Rights Bill

The following is the text of a telegram sent to each member of the Senate on Monday morning, February 26, prior to the vote on the motion to invoke cloture in the civil rights debate:

"URGE YOU VOTE FOR CLOTURE AND SUPPORT PASSAGE OF CIVIL RIGHTS BILL WITH FAIR HOUSING AMENDMENT. OPPOSE ANY EFFORT TO PUT ASIDE BILL BEFORE SENATE HAS OPPORTUNITY TO VOTE ON MERITS."

Signed:
Joseph Allen, McGraw-Hill Publications
J. Irwin Miller, Cummins Engine Company
James F. Oates, Equitable Life Assurance Society
James Rouse, The Rouse Company
Asa T. Spaulding, North Carolina Mutual Life Insurance Company
Business Members, The Urban Coalition Steering Committee.

The effort of the businessmen gave strong support to other segments of the Coalition who have been leading the fight for civil rights and fair housing.

Co-Chairman Andrew Heiskell addressed a two-day organizational meeting of the Philadelphia Urban Coalition last month and National Coordinator Ron Linton spoke to the Tacoma, Washington, Coalition. Latest city to report the formation of a local coalition is Englewood, N.J.

THE URBAN COALITION ACTION REPORT

Federal Bar Building West
1819 H Street, N.W.,
Washington, D.C. 20006

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James Wood CR
Asst. to the Exec. Dir.
Southern Reg. Coun.
5 Forsyth St., N.W.
Atlanta, Ga. 30303

file
Urban Coalition

April 10, 1968

Mr. John W. Gardner
Executive Director
The Urban Coalition
Federal Bar Building, West
1819 "H" Street, N. W.
Washington, D. C. 20006

Dear Mr. Gardner:

On Monday evening S.C.L.C. sent out a number of telegrams to persons invited to the funderal services for Dr. Martin Luther King, Jr. at Ebenezer Baptist Church. Some of these telegrams were sent in care of us because of the time factor. For some reason one addressed to you was included among those. Regrettably, we were unable to locate you and deliver the wire. However, I did want you to know that you were among the small number of persons invited to attend the private services.

Sincerely,

Paul Anthony
Executive Director

PA/mmj

August 27, 1968

MEMO TO: Janet Smith

FROM: Paul Anthony

Please add the following person to our Interagency Mailing List, Complimentary NEW S SOUTH list, and please send the last two issues of NEW SOUTH:

Mr. John Dean, Associate Dir.
The Local Coalition Staff
The Urban Coalition
1815 H Street, N. W.
Washington, D. C. 20006

Label is attached.

PA/km

Enc.

August 27, 1968

Mr. John Dean, Associate Director
The Local Coalition Staff
The Urban Coalition
1815 H Street, N. W.
Washington, D. C. 20006

Dear John:

It was a pleasure getting to know you and I do look forward to a mutually profitable relationship. Enclosed is a copy of our current Publications List. Should you wish anything on it let me know.

Your name is being added to our mailing list and to our NEW SOUTH list. The last two issues of NEW SOUTH are also being sent you separately.

And again whenever you or your staff are in Atlanta we would be more than happy to have you take advantage of our office as a place of operation.

Sincerely,

Paul Anthony
Executive Director

PA/km

Enc. - Publications List

The Urban Coalition

1815 H Street, N.W.
Washington, D.C. 20006
Telephone: 347-9630

CHAIRMAN: John W. Gardner
CO-CHAIRMEN: Andrew Heiskell / A. Philip Randolph

August 22, 1968

Mr. Paul Anthony
Executive Director
Southern Regional Council, Inc.
5 Forsyth Street, N.W.
Atlanta, Georgia

Dear Mr. Anthony:

I was very pleased to meet with you on Monday to explore ways in which the National Coalition and the Southern Regional Council can both cooperate in resolving urban problems in the South.

I am sending under separate cover 15 additional copies of "An Urban Coalition in Your Community." I have placed your name on our mailing list and as soon as I can I will send you a copy of the black entrepreneurship packet.

As I indicated to you, The Urban Coalition would be delighted to receive from the Council any pamphlets, studies or reports containing significant developments or activities relating to the urban crisis that you would feel warrant regional or national distribution through our information service to local coalitions. I am also exploring with Coalition staff members the prospect of a joint Coalition and Council publication of significant studies and of the possibility of the use of the Council to write up interesting projects for our information service.

Sincerely,

John Dean

John Dean
Associate Director
The Local Coalition Staff

Enclosures (Under Separate Cover)

JD:lyt

September 23, 1968

Mr. John Dean
Associate Director
The Local Coalition Staff
The Urban Coalition
1815 "H" Street, N. W.
Washington, D. C. 20006

Dear John:

Under separate cover we are sending you the requested materials.

Best.

Sincerely,

Paul Anthony
Executive Director

PA/mmj

May 18, 1954

Mr. Alexander J. Allen
Executive Director
Urban League of Pittsburgh
200 Ross Street
Pittsburgh 19, Pennsylvania

Dear Mr. Allen:

In reply to Mr. Schwartz's NAIRO Memorandum from the Department of Local Private Services on tentative criteria for personnel standards, here are the following:

1. A man or woman who has taken a Master's degree in Sociology or economics, or who has had theoretical training with a social science interest, is good material.

2. Our work in the South makes heavy demand on experience and ability in personal contact and soundness of judgment, more so than it does upon special training qualifications.

3. Generally speaking, we find that any Southern person brought up in a place having a considerable proportion of Negro residents and who has had a thoughtful concern for public welfare can learn this technique. We would want longer years and wider experience for a professional person, and still more for a supervisory person.

4. The person should have travelled over good portions of the South, should know something about business, and industry, and labor; should have been successful in working relationships with the churches and other community agencies; and should have succeeded in situations requiring balance and good judgement.

5. I am not much in favor of rigidly locked personnel standards.

6. Tact, great purpose, energy, imagination, kindness of spirit, and alertness to forces around them are the main things I look for.

Sincerely,

George S. Mitchell
Executive Director

Copy to Mr. Myron Schwartz

NATIONAL ASSOCIATION OF INTERGROUP RELATIONS OFFICIALS

DEPARTMENT OF LOCAL PRIVATE SERVICES

MEMO TO: Members of the NAIRO Department of Local Private Services

FROM: Myron Schwartz, Chairman

DATE: May 10, 1954

SUBJECT: Tentative Criteria for Personnel Standards

Alexander J. Allen, NAIRO Vice-President and Director of the Pittsburgh Urban League, has been appointed Chairman of a Special Committee on Personnel Standards with the assignment of developing a statement of training and experience qualifications which should be required for persons in the intergroup relations field. In carrying out this assignment, Mr. Allen and his Committee would like to have the thinking of as many members of the various NAIRO departments as possible.

For this purpose he has developed a suggested list of questions upon which you are being asked to comment. These questions are enclosed herewith. This is to ask you to make your comments in answer to the questions listed, as well as to add any other statements which you think would be helpful in reaching the Committee's objectives.

Please send your comments to

Mr. Alexander J. Allen, Executive Director
Urban League of Pittsburgh
200 Ross Street
Pittsburgh 19, Pa.

Thank you for giving this your attention as soon as you can possibly do so.

MS:ah

Enc.

RECEIVED
Southern Regional Council

TENTATIVE CRITERIA FOR PERSONNEL STANDARDS

The following list of questions are suggested as a means of pulling together material upon which we can work in formulating a statement of training and experience qualifications for work in the intergroup relations field. Please let me have your comments on this as promptly as possible:

1. What training qualifications should be required for intergroup relations work generally? Undergraduate specialization? Graduate training?

2. What training qualifications should be required for intergroup relations work of the type covered by your own department? (For example, are there special training qualifications for work in the local public field as distinct from the general intergroup relations field?

3. What experience qualifications should a person possess for professional work in the intergroup relations field? On the professional level but not a supervisory or executive capacity? On the supervisory or executive level?

4. What experience qualifications should professional workers in your particular department possess?

5. What suggestions would you make as to the means by which NAIRO should seek to have these standards of training and experience adopted once they are arrived at?

   a. In private agencies, local, state and national?

   b. In public agencies, local, state and national?

6. Please add any other comments regarding this assignment which you feel will be helpful.

A Letter About

THE URBAN LEAGUE OF GREATER CINCINNATI
312 W. Ninth Street
PA. 3160

REPORT - 1954

Dear Mr. & Mrs. Cincinnatian:

I overheard a conversation the other day between two women on a bus. One asked her friend whether she was going to attend the Annual Urban League Dinner Meeting. The other answered that she had heard about the affair but didn't understand what the Urban League is or exactly what it does. What a coincidence and a reminder to answer your letter asking me to send you some information! In attempting an explanation, the lady began with a negative response. The Urban League is not like such-and-such groups because it didn't emphasize this or that. She ended with this statement, "The Urban League isn't exactly like anything else." Of course, she was right!

Much has been said about our city's "southern exposure." Before 1945, Cincinnati was known nationally as a city to be avoided because of its segregation and discrimination. We have made marked progress in recent years primarily because of the community support given specific programs of the Mayor's Friendly Relations Committee, National Association for the Advancement of Colored People, National Conference of Christians and Jews, Jewish Community Relations Committee, Fellowship House and the Urban League of Greater Cincinnati. But let me outline the story in a more orderly manner.

The Urban League of Greater Cincinnati is one of the 60 affiliates of the National Urban League which has headquarters in New York City. It was organized six years ago to serve Hamilton County's population of 905,000, 11% of whom are Negroes. The program is directed by a representative board of 27, colored and white, and a professional staff of three. The organization is one of 89 Red Feather supported services. You can help by giving generously to the Community Chest and designating your favorite agencies.

1954 facts and figures collected at the League indicate the breadth of the program with special emphasis on practical problems of employment, guidance and counselling, housing, education, recreation and health.

1186 individuals were given direct service.
Applicants requested advice on problems of job adjustment, employment, vocational and educational guidance, housing and health. Recent high school and college graduates, out-of-school youngsters, new residents of the city, returning servicemen, families with housing difficulties were among persons served. Job applicants are given assistance in qualifying for private employment, federal, state and city Civil Service examinations. Re-training for six young women who wished to "brush up" their clerical skills was provided. Permanent employment was later secured by each. 972 persons were steered to prospective employers or other resources.

389 contacts were made with labor and management.
These conferences had job development and fact-finding as their purposes. Twenty-two organizations accepted non-white technical, white collar, professional and assembly line workers. However, many firms do not hire and many unions do not admit Negroes. Another problem is finding well qualified applicants.

50 pilot or unusual placements were made.
"Pilot" placement is the employment program in which a selected Negro is placed with a company which has never hired Negroes. One company accepted the "pilot" placement program last January and first used a technical worker. This was followed by a white collar and then a semi-skilled employee. The company is now interviewing applicants for jobs irrespective of race and religion.

(Over)

297 conferences were held with community groups.
Cooperation resulted with social and government agencies, schools, churches, civic and special groups -- all geared to building a better community. Twelve meetings with realtors, home builders, city planners and federal government officials only touched the problem of housing which is one of our city's most serious. Services were given in two changing neighborhoods where tensions were obvious. Regular spot checks on eight swimming pools were made by a committee and staff members. Team-work among the inter-group agencies and the Police Department handled both matters. Incidents were stopped or avoided by prompt action. Aid in handling an adoption problem was asked by an organization. The League cooperated by establishing contacts for interpretation. A series of discussions helped planning and child welfare agencies see the problem of adoption of Negro children in better perspectives.
Through cooperation a government agency was persuaded by the six intergroup agencies to eliminate "Race" from its job application form.

Public relations and publicity efforts reflect in twenty-seven speaking engagements filled, the handling of 275 specific requests for information, coverage in daily and weekly newspapers equivalent to more than four full pages of news and spot announcements of special events given by all radio and TV stations. A total of 3672 persons were served during the year.

I could not close without stressing one point. Everyone who supports the League regards its work as being basic and vitally important to every person rather than a program only of value to a segment. The staff members with whom I talked individually and the Board listed below asked me to express appreciation to the many individuals, organizations and agencies that helped during the past year. They ask for your continued support in obtaining the goal of "Equal Opportunity" in 1955.

Sincerely,

Ann

Ann

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Imogene D. Fitzpatrick, Office Secretary

Urban League of Greater Cincinnati
312 W. Ninth Street
Cincinnati 2, Ohio

Mr. & Mrs. Cincinnatian

PERSONAL

DOMESTIC SERVICE
Check the class of service desired; otherwise this message will be sent as a full rate telegram
FULL RATE TELEGRAM
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W. P. MARSHALL, PRESIDENT

INTERNATIONAL SERVICE
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Send the following message, subject to the terms on back hereof, which are hereby agreed to

MR. JOSEPH A HALL
EXECUTIVE SECRETARY
URBAN LEAGUE OF GREATER CINCINNATI
312 WEST NINTH STREET
CINCINNATI, OHIO

DELIGHTED. BE AT YOUR SERVICE CINCINNATI, MARCH 15TH.

GEORGE S. MITCHELL

Urban League of Greater Cincinnati

AMERICAN TEAMWORK WORKS

312 WEST NINTH STREET, CINCINNATI, OHIO — PA 3160

A COMMUNITY CHEST AGENCY - NATIONAL URBAN LEAGUE AFFILIATE

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STAFF

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Francis L. Dowdell
Industrial Relations Secretary

Esther M. Dantley
Administrative Secretary

January 3, 1955

RECEIVED 1/4/55 Southern Regional Council

Mr. George S. Mitchell, Director
Southern Regional Council, Inc.
63 Auburn Avenue, N.E.
Room 432
Atlanta 3, Georgia

Dear Mr. Mitchell:

The Urban League of Greater Cincinnati has developed an enviable reputation for presenting outstanding speakers at its annual dinner meetings which affairs have highlighted human relations activities in our city. Crowds ranging from six to twelve hundred people have assembled at what has become an institution. Such personalities as Senator Herbert Humphries, Winthrop Rockefeller, Father John La Farge, A. Phillip Randolph, and last year's speaker the Honorable Archibald Carey, Alternate United Nation Delegate, are among those who have inspired Cincinnati in putting into action better human relations plans. Tentative arrangements are being made for March 15.

Your name has been discussed by our Speaker Selection Committee. Would you consider coming in view of the community's need to hear from one whom we consider an outstanding human relations authority? Our nearness to a vital part of the country that is looking to Cincinnati for steering would make your visit a most significant one. We are prepared to pay expenses and an honorarium of $100.00. May we hear from you at your earliest convenience.

Respectfully,

Joseph A. Hall

Joseph A. Hall
Executive Secretary

JAH:f

February 2, 1955

Mr. Joseph A. Hall
Executive Secretary
Urban League of Greater Cincinnati
312 West Ninth Street
Cincinnati, Ohio

Dear Mr. Hall:

I acknowledge receipt of your letter of January 31st to Mr. Mitchell. He is out of the city and will not return until Monday, February 8th.

I am enclosing a copy of the publicity release of the Southern Regional Council which will give you the information you request on the Fund for the Republic grant and its purpose. I also enclose a recent booklet which describes how SRC began, how it works, what it does; two photographs of Mr. Mitchell; and a biographical sketch as taken from Who's Who.

Upon Mr. Mitchell's return on Monday, I will call your letter to his immediate attention.

Sincerely,

Elizabeth Brantley
(Secretary to
George S. Mitchell
Executive Director

GSM/eab

Encls - 3

Urban League of Greater Cincinnati

AMERICAN TEAMWORK WORKS

312 WEST NINTH STREET, CINCINNATI, OHIO — PA 3160

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Francis L. Dowdell
Industrial Relations Secretary

Esther M. Dantley
Administrative Secretary

January 31, 1955

Mr. George S. Mitchell, Director
Southern Regional Council, Inc.
63 Auburn Avenue, N.E.
Room 432
Atlanta 3, Georgia

FEB 2 1955

Dear Mr. Mitchell:

Thanks for your wire of January 6. Final arrangements have been made for your appearance here March 15, six o'clock, Gibson Hotel, Roof Garden. We are looking forward to a stimulating evening with you.

Our Planning Committee met the past week and it was deemed advisable that we share some of our thinking with you. The broad areas of community wide and world wide cooperation and at the same time facing up to some of the reality problems you have experienced as an exponent of equality of opportunity strikes us as a possible spring board you might use. The Supreme Court decision relative to schools could serve as a common denominator pointing out the status of affairs, its implications and where we should be going as well as the how we get there. Specifically challenge Cincinnati as a community with what you see as our responsibility in the school desegregation as well as regard full equality of opportunities. Naturally we would like for you to weave in the local as well as National Urban Leagues' roles. The enclosed Five Year Summary will give you some idea as to what we have been doing. More current developments can be discussed at your arrival or through mail if you would like additional material.

I find myself guilty of doing what I so often resent -- outlining your speech!! I am sure that you understand that I'm not telling you what to say but merely suggesting broad areas. Forgive me.

Mr. George S. Mitchell
January 31, 1955

Please send as quickly as possible three photographs (different poses) to be used in our dailes and weekly papers. I would also like a biographical sketch as the Publicity Committee is eager to get busy. Would you also add any recent speaking engagements you have done, material on your organization, the Foundation grant and its purpose?

We look forward to you doing a good job for a most appreciative audience. Please give my regards to Mrs. Hamilton whom we miss very much in the Urban League movement.

Sincerely,

Joseph A. Hall

Joseph A. Hall
Executive Secretary

JAH:if

Enc.

February 8, 1955

Dictated February 7th

Mr. Joseph A. Hall
Executive Secretary
Urban League of Greater Cincinnati
312 West Ninth Street
Cincinnati, Ohio

Dear Mr. Hall:

All still straight, and I am going to show March 15th before 6:00 at the Gibson Roof Garden. I tell people that the U.S.A. phase of the world-wide change in the status of sometime oppressed peoples is local community recognition of equal human dignity, and that putting the schools together is just a (major) incident in providing that recognition. And I will certainly bear down on Cincinnati which is a kind of home town of mine.

Sincerely,

George S. Mitchell
Executive Director

GSM/eab
Dictated by Dr. Mitchell/signed in his absence.

March 15

February 14, 1955

Mr. Joseph A. Hall
Executive Secretary
Urban League of Greater Cincinnati
312 West Ninth Street
Cincinnati, Ohio

Dear Mr. Hall:

A title I would prefer would be "Fixer Upper #1." But I don't believe you dare print so slangy a title. If you don't, you can use "What To Do Now at Home About the Troubles We Are All In." If you want some other title, how about "Searchlight on Freedom Here and Abroad." If none of these will do, "Anti-Colonialism and American Freedom." I still prefer the first one.

Sincerely,

George S. Mitchell
Executive Director

GSM/eab

Urban League of Greater Cincinnati
312 WEST NINTH STREET, CINCINNATI, OHIO
A COMMUNITY CHEST AGENCY - NATIONAL URBAN LEAGUE AFFILIATE
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Industrial Relations
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Esther M. Dantley
Administrative
Secretary

February 10, 1955

FEB 11 1955

Mr. George S. Mitchell, Director
Southern Regional Council, Inc.
63 Auburn Avenue, N. E.
Room 432
Atlanta 3, Georgia

Dear Mr. Mitchell:

Thank you for your letter of February 8. Let me know your exact time of arrival and we shall meet you. Your secretary is most cooperative in sending biographical and other material and photographs. Please say a word of thanks for me to her. Will you please forward your exact subject so that a formal announcement can be made at the appropriate time.

By all means, give Cincinnati the benefit of your experience in the field. I certainly agree that desegregation of schools is only a part of the whole. A stimulation of community thinking is needed. Your audience will be made up primarily of people who are trying to make Cincinnati a better community for all. They need an experience that will take the form of rededicating them to their aims. We will have a strong representation from management and labor, education, the health and welfare services as well as many lay people who volunteer time to many agencies, both public and private. Many of our following attend various forum series lectures. All in all, you have a rather sophisticated audience for whom you will be showing. We look forward to a rich experience with you.

For fear I have lost my point, please forward your specific subject as soon as possible.

Yours sincerely,

Joseph A. Hall

Joseph A. Hall
Executive Secretary

JAH:if

Urban League of Greater Cincinnati

312 WEST NINTH STREET, CINCINNATI, OHIO — PA 3160

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Francis L. Dowdell
Industrial Relations Secretary

Esther M. Dantley
Administrative Secretary

March 3, 1955

Mr. George S. Mitchell
Executive Director
Southern Regional Council, Inc.
63 Auburn Avenue, N. E.
Atlanta 3, Georgia

MAR 7 1955

Dear Mr. Mitchell:

Plans for the 15th are shaping up nicely in that reservations are being made, the papers are publicizing and there is considerable enthusiasm being aroused by Marshall Bragdon as well as others. We are looking forward to a great evening with you.

The committee reviewed subjects suggested in your February 14 letter. Needless to say, they had a lot of fun making a decision. They at first agreed with your "Fixer Upper #1," but later decided that "Searchlight on Freedom" was more appropriate for the more formal kind of evening we had planned on the basis of past experiences. I trust that this choice suits you. Dress is informal.

I believe my previous letters have described the type of audience we expect. On the whole, they are patrons of the Jewish Forum and the University Series. As you would expect, they are accustomed to the finest speech matter from various fields. Judging from what I have heard about you, your unique manner of presenting together with depth of material will give them a rare treat to which many are looking forward.

Let me know your time and place of arrival so that our official Reception Committee can meet you.

Please thank your secretary for the excellent cooperation we have received from her during your absence.

Very sincerely,

Joseph A. Hall

Joseph A. Hall
Executive Secretary

JAH:if

P R O G R A M

A N N U A L D I N N E R M E E T I N G

OF THE

URBAN LEAGUE OF GREATER CINCINNATI

ROOF GARDEN

SHERATON-GIBSON HOTEL

MARCH 15, 1955
6:00 P.M.

SPONSORED BY

THE RACIAL AMITY COMMITTEE
THE GUILD
AND

BOARD OF TRUSTEES
OF THE

URBAN LEAGUE OF GREATER CINCINNATI

AMERICA, THE BEAUTIFUL

1. O beautiful for spacious skies, For amber waves of grain
   For purple mountain majesties, Above the fruited plain
   America! America! God shed His grace on thee,
   And crown thy good with brotherhood, From sea to shining sea.
2. O beautiful for patriot dream, That sees beyond the years
   Thine al-a-baster cities gleam. Undimmed by human tears.
   America! America! God shed His grace on thee,
   And crown thy good with brotherhood, From sea to shining sea.

PROGRAM

Toastmaster . . . . . The Reverend Ellsworth M. Smith
First Unitarian Church

America the Beautiful . . . . Audience

Invocation . . . . . Reverend Wilbur A. Page
Union Baptist Church

Welcome . . . . . .The Honorable Mayor, Carl
W. Rich

Introductions, Acknowledg- ..Reverend Ellsworth M. Smith
ments & Announcements

Business Meeting . . . . . Mr. Maxwell C. Weaver, Pres.
Urban League of Greater Cin.

Annual Report . . . . . Mr. Joseph A. Hall
Executive Director

Nominating Committee Report-Mr. Charles H. Jennings

Urban League Award Mr. Maxwell C. Weaver
to Dr. Claude V. Courter

Soloist . . . . . Mr. Clyde Williams, Student
College of Music
Mr. Abraham Gershkovitz
Accompanist

Introduction of speaker . . Rabbi Stanley R. Brav

Speaker . . . . . .Dr. George S. Mitchell
"SEARCHLIGHT ON FREEDOM"

Benediction . . . . .The Reverend Joseph B. Woods, S.J.

RACIAL AMITY COMMITTEE

Mr. Richard N. Bluestein, Chairman

****

GUILD

Mrs. Lucius H. Duncan, Chairman

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BOARD OF TRUSTEES

Mr. Maxwell C. Weaver, President

March 18, 1955

Mr. Joseph A. Hall
Urban League of Greater Cincinnati
312 West Ninth Street
Cincinnati, Ohio

Dear Mr. Hall:

I had a good time with your people. My warm admiration for the skill and care and success which went into the organizing of that meeting. It stepped along at a fast pace, people were well fed physically, and quickly and adequately fed mentally. I have been to a good many such dinners which dragged, and that one didn't. And what a notable crowd you had!

I hope you don't mind if I do ask you for some adjustment on the expense end of the check. I can't figure any way that going up to Cincinnati and back on the plane and paying $6.85 to the Gibson, and an airport bus or two, and a taxi, and a tip, comes to less than $62.00. I believe the arrangement was that you were going to pay me $100 and the reasonable expense of the trip. I am ashamed to say that for the moment I am at the office without my pad containing the exact itemization of the expenses of the trip, but it was within a few pennies of $62.00 and something over. So, if the Urban League's budget will stand the difference of $26.21 yet to come, I will be very grateful. But if I broke the treasury with this check, tell me so and that will be that.

I got along all right on the leg up to Chicago and Milwaukee, and saw pleasant groups in those places. But nobody's meeting went as nicely as yours.

Sincerely,

George S. Mitchell
Executive Director

GSM/eab

Dictated by Dr. Mitchell/signed in his absence.

cc: KS

July, 1950 New South
Gray leaflet
Changing Patterns brochure
February, 1953 New South
New South subscription promotion leaflet
October-November, 1953 New South
May-June, 1951 New South
under separate cover.

Dictated March 21

March 22, 1955

Mr. Heman M. Sweatt
The Urban League of Cleveland
8311 Quincy Avenue
Cleveland 4, Ohio

Dear Mr. Sweatt:

One good source of information is to be had for the time being for free. Write to the Southern Education Reporting Service, Box 6156, Acklen Station, Nashville 5, Tennessee, and they will send you back and future issues of Southern School News. Peach of a job, managed with a subsidy from the Fund for the Advancement of Education.

Second good source will cost you $2.00 a year. Subscription to our maggie, New South. I send you the February issue and a folder about a mighty good recap we did.

Directly on your point about employment, you should be in touch with the Committee of the South, National Planning Association, 1606 New Hampshire Avenue, N. W., Washington, D. C. Useful trickle of bulletins about employmentsmatters.

Mayes Behrman, 617 West Market Street, Greensboro, North Carolina, is doing a job opportunities business for the American Friends Service Committee at their Greensboro office. Good guy, has done some original thinking and doing. Write him and be friendly.

United Auto Workers has Mr. William Oliver at their Detroit office, and he must know a good deal about things in the South.

We did a bulletin on professional associations some years back. I send you one amended by hand on the basis of our best current information. Also one or two other back numbers of New South that can help you.

I notice today, by the way, that Memphis will employ shortly ten Negro firemen. Obviously a separate company.

American Friends Service Committee has a good project going at Dallas. Write to Miss Almita S. Robinson, 2600 Flora Street.

Mrs. Hamilton helps us tremendously.

If we can do anything for you further, we want to. Let us know.

Sincerely,

George S. Mitchell
Executive Director

GSM/eab

The URBAN LEAGUE of Cleveland

Interracial Planning for Industrial Relations • Employment • Vocational Services • Educational and Social Work

8311 QUINCY AVENUE GArfield 1-0814 CLEVELAND 4, OHIO

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37th Year of Service

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March 16, 1955

MAR 18 1955

Mr. George Mitchell, Executive Director
Southern Regional Council
Atlanta, Georgia

Dear Sir:

You may recall that in my last talk with you in the Atlanta Urban League Office, I expressed apprehensions over the wisdom of my readjustment approach. Well, I have detected already one aspect of handicap. I cannot readily get my hands on sufficient current information regarding the Integration of Negroes in the South.

Please send me any summary that you have on the subject, as well as information on sources through which I can have a regular flow of authentic data. I know that this may come at a price, but for it, I am quite willing to pay.

If my information is correct, please give my regards to Mrs. Grace Hamilton whom I have learned is on leave from the Urban League to work directly with the Council.

With every good wish, I am

Very truly,

Heman M. Sweatt

Heman M. Sweatt
Industrial Field Secretary

HMS:aw

March 23, 1955

Mr. Joseph A. Hall
Executive Director
Urban League of Greater Cincinnati
312 West Ninth Street
Cincinnati, Ohio

Dear Mr. Hall:

I didn't want to break your budget, but neither did I want to hurt mine!

Very many thanks.

Sincerely,

George S. Mitchell
Executive Director

GSM/eab

Urban League of Greater Cincinnati

AMERICAN TEAMWORK WORKS

312 WEST NINTH STREET, CINCINNATI, OHIO — PA 3160

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March 21, 1955

Mr. George S. Mitchell, Executive Director
Southern Regional Council
63 Auburn Avenue
Room 432
Atlanta, Georgia

MAR 23 1955

Dear Dr. Mitchell:

Enclosed find the adjustment which didn't quite yet almost broke the budget. Such breaking is justified for the excellent job you did. We all look forward to another enjoyable evening with you.

Very sincerely,

Joseph A. Hall
Executive Director

JAH:if

Enc.

August 23, 1955.

Mr. Edwin T. Pratt
Urban League of Kansas City
1020 McGee
Kansas City 6, Mo.

Dear Mr. Pratt:

This is to acknowledge with appreciation your letter to Miss Holden who is no longer with the Council. Your subscription to New South has been entered and the July-August issue will probably have reached you by now.

We should very much like to see the abstract of your thesis on the Miami Precinct Municipal Court. Frederick Routh of our staff will be particularly interested since he is from Miami and taught Human Relations at the University of Miami for several years.

With best regards,

Sincerely,

Harold C. Fleming
Assistant Director

HCF/vc

Urban League of Kansas City 6, Mo.

Branch-National Urban League
Member, Council of Social Agencies

MEMBER Heart of America UNITED CAMPAIGN

1020 McGEE • GRAND 0550

THOMAS A. WEBSTER, Executive Director
JOHN DORSEY, JR., Industrial Secretary

August 5, 1955

AUG 11 1955

Miss Anna Holden
Southern Regional Council
63 Auburn Avenue, N. E.
Atlanta, Georgia

Dear Miss Holden:

Enclosed you will find a money order covering a year's subscription to New South. If possible, the issues may begin with this month--August. You may also consider our office as a distributor of periodic literature for this area.

During March of this year, you supplied me with information which was incorporated into my thesis, prepared for Atlanta University School of Social Work. The thesis, "Across the Track: The Development and Operation of the Miami Precinct Municipal Court," was completed and an abstract of same is available, if you feel that it will be beneficial to your office. I await suggestions in this regard.

Thank you for attention given this letter and subscription.

Yours truly,

Edwin T. Pratt
Edwin T. Pratt
COMMUNITY ORGANIZATION SEC.

ETP/vm

Enclosure

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MRS. ESTHER WILLIAMS

February 23, 1956

Mr. Nelson C. Jackson, Director
Community Services
National Urban League, Inc.
1133 Broadway
New York 10, New York

Dear Nelson:

Do come - love to see you. March 14

Sincerely,

George S. Mitchell
Executive Director

GSM:mef

NATIONAL URBAN LEAGUE, Inc.

FOR EQUAL ECONOMIC OPPORTUNITY

1133 BROADWAY WATKINS 4-0505 NEW YORK 10, N. Y.

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February
Twenty-first
1956

Mr. George Mitchell
Southern Regional Council
63 Auburn Avenue
Atlanta, Georgia

Dear George:

I plan to be in Atlanta March 14 for several days in the interest of securing information and working with our southern office in connection with the strengthening of our hand insofar as our current problems with Chests and Councils in a few selected cities in the Southeast.

I certainly would like to have a chance to chat with you, and to go over some of these ideas while I am in Atlanta.

Sincerely yours,

Nelson

Nelson C. Jackson, Director
Community Services.

Affiliated With National Social Welfare Assembly, National Conference of Social Work, United Community Defense Services

490

November 19, 1956

Mr. Andrew G. Freeman
The Columbus Urban League
107 North Monroe Avenue
Columbus 3, Ohio

Dear Mr. Freeman:

We do hope the Columbus Urban League will subscribe to our magazine, New South, copies of which were sent you the other day. You were kind enough to write us November 8th.

Sincerely,

George S. Mitchell
Executive Director

GSM:fc

The Columbus Urban League

AN INTERRACIAL SOCIAL WORK AGENCY

107 North Monroe Avenue | CLearbrook 8-9529 | Columbus 3, Ohio

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November
Eighth
1956

Rha

RECEIVED NOV 12 1956

Mr. George Mitchell
Executive Director
Southern Regional Council
Room 432
63 Auburn Avenue, N. E.
Atlanta 3, Georgia

Dear Sir:

Will you please send me information on membership fees and the procedure for securing reports and literature published by your organization.

Thank you very much for your consideration of this request.

Very truly yours,

Andrew G. Freeman

Andrew G. Freeman
Executive Director

AGF/ms

Sent Toward the South of the Future & New South promotion & put list
11/13/56
rha

12/28/56

GSM:

Mr. McDaniel of the Memphis Urban League called. He was moved to do so by a call to him from President Hollis Price of LeMoyne, who had just read in Jet magazine that you were about to depart. Mr. McDaniel expressed his own and Mr. Price's sense of deprivation at your leaving and asked me to convey their best wishes and Godspeed to you.

HCF/eab

January 2, 1957

Mr. J. A. McDaniel
Memphis Urban League
546 Beale Street
Memphis, Tennessee

Dear Mr. McDaniel:

That was as kind as could be of you to call, and leave such warm messages from yourself and from Mr. Price.

I have been planning for many years to stop whatever I might be doing when I got to 55, and I am nearly to that, and at a convenient stopping place. And Harold Fleming, whom the Board elected to succeed me, is ablest of nine people I could see as material for my job; and any time there are nine guys who can do what you are doing is a good time to knock off! My serious purpose is to read all the Economics books I have been buying these last twenty-five years, and see if I can get back on the track and end up as an Economist -- a thing I quit trying to do when the New Deal came along.

Naturally I hate to leave the part of the world I know and the people I love, but I am teased by the hope that some life could be got back into agriculture in the Highlands of Scotland, and I'd like being busy, but I do intend to do a powerful lot of resting and reading.

And Alice and I will have a two-unit motel next door to our croft, and you and your friends (emphatically including the Prices) are please to come and try the other side of the world.

Sincerely,

George S. Mitchell
Executive Director

GSM/eab

Memo . . . FROM THE DESK OF

. . . HAROLD C. FLEMING . . .

12/28/56

GSM:

Mr. McDaniel of the Memphis Urban League called. He was moved to do so by a call to him from President Hollis Price of LeMoyne, who had just read in Jet magazine that you were about to depart. Mr. McDaniel expressed his own and Mr. Price's sense of deprivation at your leaving and asked me to convey their best wishes and Godspeed to you.

Hal

HCF/eab

Mr. Routh -
for your information

FBR
personal Cmts -

WASHINGTON URBAN LEAGUE, INC.
602 R STREET, N. W.
WASHINGTON D. C

August 16, 1957

Dear Mr. Campbell:

I have just gotten off the telephone with Mr. Fred Routh of the Southern Regional Council and I feel that a prayer may have been answered. By this time you will have heard from him as he told me that he was going to call you immediately, so you know the purpose for which I am writing.

I understand from him that you have in your hands a mimeographed manuscript of a report entitled "D. C. Integration - A Community Races Up." As he may have told you, this was prepared for sponsorship by the Washington Committee for the Public Schools, but funds were never secured to permit publication. Mr. Routh suggested that I write you to see if the National Council of Churches could consider underwriting this. He felt that 10,000 to 15,000 copies was a desirable quantity.

We felt that it should be mailed directly to as many school superintendants as possible, also to newspaper editors and possibly other molders of public opinion if names could be secured. We also considered distribution through affiliates of the Urban League, Anti-Defamation League, League of Women Voters, etc. Mr. Routh could use 2,000 to 3,000. He and I both agree that quantity is more important than quality.

The young Southern woman who wrote the final draft wants to up-date it to include data regarding progress made in the D. C. Schools during the last school year. She wants no remuneration. We still owe the free lance writer of first draft $100, but if funds are limited we will continue to try to scrape that up locally.

So that you may know the composition of the Washington Committee for the public schools, I ran off a list of a tape

which I enclose. (There are five additional names which were added later.)

Those of who worked on this pamphlet doing the research, writing and editing would be highly elated if the National Council of Churches can facilitate the publication or duplication and distribution of this report. We would be open to almost any proposal that would accomplish this purpose. So, please I beg you, let me know what the Council thinks is feasible from its point of view. Please make any suggestions to me regarding any phase of the operation as we will be most happy to cooperate in any way possible. If you have any questions, please let me know.

Sincerely yours,

Margery T. Ware
Community Organization Secretary

Mr. Will D. Campbell
Race Relations Division
National Council of Churches
1617 West End Avenue
Nashville, Tennessee

MTS/ic
encl.

File
U. League

STATUS OF URBAN LEAGUES IN THE SOUTH
(Information from Fred Routh)

November 8, 1957

LEAGUES WITH COMMUNITY CHEST SUPPORT

Atlanta
Memphis
Miami
Oklahoma City
Tampa
Tulsa
Winston-Salem

LEAGUES WHICH HAVE "WITHDRAWN" FROM THE COMMUNITY CHEST UNDER PRESSURE

Little Rock
New Orleans
Richmond

LEAGUES FORCED OUT OF COMMUNITY CHEST

Ft. Worth
Jacksonville

Urban League

November 15, 1957

Mrs. Margery T. Ware
Community Organization Secretary
Washington Urban League, Inc.
602 K Street, N.W.
Washington 1, D.C.

Dear Margery:

Thank you for your recent letter concerning the manuscript dealing with desegregation in Washington. We are pleased to learn that the writer has up-dated the material.

You state in your closing paragraph that the document, as now drafted, is not materially altered from the copy I have. Unfortunately I have no copy. When you sent a copy to Will Campbell I asked you to send me one also, but I never received one.

If you will send us a revised copy we will be glad to look it over and consider it for publication either by us or some other reputable group.

Cordially yours,

Frederick B. Routh
Assistant Director

FBR:fcl

Washington Urban League, Inc.

"Equal Opportunity for All"

602 K STREET, N. W. WASHINGTON 1, D. C. REpublic 7-0367

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November 8, 1957

Mr. Fred Routh
Southern Regional Council
63 Auburn Ave. N.E.
Atlanta 3, Ga.

Dear Mr. Routh:

I hate to report this, but we're back where we started from in mid-August. Since I had not heard either from Mr. Campbell or Mr. Lee I wrote the letter on October 16.

Following his conference with the former, Mr. Lee informed me about the end of the month that his department has already overspent its publication budget this fiscal year due to having done a great deal of mass mailing of material dealing with desegregation. He regretted that this precluded his department from publishing our pamphlet and hoped that we could interest some other agency in doing so.

Therefore, I am turning again to you to ask you if you have any further suggestions. The writer has up-dated the material but the document is not materially altered from the copy you have. I do so hope you will have some ideas which will make it possible to crown this dogged project with success at last.

Cordially Yours,

Margery T. Ware

(Mrs) Margery T. Ware
Community Organization Sec.

MW/eg

A Red Feather Agency Sharing in the United Givers Fund

Affiliated with THE NATIONAL URBAN LEAGUE

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November 19, 1957

Mr. Frederick B. Routh
Assistant Director
Southern Regional Council, Inc.
63 Auburn Avenue, N.E.
Atlanta 3, Georgia

Dear Mr. Routh:

Thank you for your prompt and most encouraging letter.

I have asked the author to send you a copy of the revised draft and she will send it in a few days.

Several of us up here will be glad to do anything we can to help out. Many thanks.

Cordially yours,

Margery

(Mrs.) Margery T. Ware
Community Organization Secretary

December 15, 1958

Mr. Clarence E. Barnes
Health and Welfare Secretary
Canton Urban League, Inc.
819 Liberty Avenue, S. E.
Canton 7, Ohio

Dear Mr. Barnes:

Marge Manderson has turned your letter over to me and I am remiss in not promptly answering it.

The address that Marion Wright made at the NAIRO Conferance will be printed in the Procedings of the Conference which NAIRO is putting out. We do not have a copy of it here at SRC. However, I am sending you copies of two of his other speeches which I think you will find of considerable interest.

Sincerely,

Frederick B. Routh
Assistant Director

FBR:ls
Enclosures

CANTON URBAN LEAGUE
AMERICAN TEAMWORK WORKS

Canton Urban League, Inc.

Community Relations • Group Work and Recreation • Health and Welfare • Industrial Relations • Vocational Services

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Administrative Secretary
MRS. EVA ELLIOTT TARVER

November 25, 1958

Miss Marge Manderson
Research Assistant
Southern Regional Council
63 Auburn Avenue, N. E.
Atlanta, Georgia

Dear Marge:

At the recent NAIRO Conference held in Pittsburgh, I had the pleasure of hearing an address by Mr. Marion A. Wright, Vice-President of the Southern Regional Council.

The title of his address was "The South Today." It was so filled with thought provoking information and factual materials, I wondered if there was a possibility of a copy being available, which could be sent to us.

It goes without saying, any help you provide in this matter will certainly be appreciated.

Sincerely,

Clarence E. Barnes

Clarence E. Barnes,
Health and Welfare Secretary

CEB:mg

Canton Urban League, Inc.

Community Relations • Group Work and Recreation • Health and Welfare • Industrial Relations • Vocational Services

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December 19, 1958

Mr. Frederick B. Routh
Assistant Director
Southern Regional Council Inc.
Room 432, 63 Auburn Avenue, N.E.
Atlanta 3, Georgia

Dear Mr. Routh:

Thanks very much for the two copies of addresses by Mr. Marion Wright that I received in today's mail.

I have no doubts they will be of considerable interest. Your organization must be quite proud of the fact you have the thinking and integrity of a man of the caliber of Mr. Wright in your organization.

Thanks again for your compliance with my request, and best wishes for an enjoyable holiday season.

Sincerely,

Clarence E. Barnes

Clarence E. Barnes,
Health and Welfare Secretary

CEB:mg

January 6, 1959

AIR MAIL SPECIAL DELIVERY

Mr. Arthur J. Edmunds
Executive Secretary
The Urban League of Flint
200 East Kearsley Street
Flint 2, Michigan

Dear Mr. Edmunds:

I have received your air mail special delivery letter asking about the possibilities, now that Eastern is flying again, of speaking at the Community Conference sponsored by the Flint Urban League on February 9.

I goofed in telling Sam Simmons that I was to speak in Tuskeege on February 9; they had asked me to speak the second Sunday in February and unfortunately I looked at a '58 calendar when the second Sunday fell on the 9th. In 1959 it falls on the 8th. I have been committed to this since mid-November.

I have called Eastern airlines and they no longer have their evening flight at 8:30 from Detroit to Atlanta. Their last flights are at 4:30 and 5:30. The slot open on your program is approximately the same time; it would be unfair to even consider reorganizing the program. Therefore I feel I should decline.

With sincere regrets,

Cordially,

Frederick B. Routh
Assistant Director

FBR: ls
cc: Sam Simmons

The URBAN LEAGUE of Flint

200 East Kearsley Street Flint 2, Michigan CEdar 9-2195

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Member of
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RED FEATHER FUND
and
COUNCIL OF
SOCIAL AGENCIES
Affiliated with the
NATIONAL
URBAN LEAGUE

January 5, 1959

Dr. Frederick B. Routh
Southern Regional Council
Room 432
63 Auburn Avenue, N.E.

Dear Dr. Routh:

Sam Simmons has conveyed to me your decision to decline participation in our community conference because of a February 9 date at Tuskegee and the strike of Eastern Airlines. I am wondering if now that the Eastern strike is settled would it be possible for you to accept this February 7 date? Please let me hear from you at your earliest convenience.

Sincerely,

Arthur J. Edmunds

Arthur J. Edmunds
Executive Secretary

AJE:og

16 Years of Interracial Activity For Building Better Race Relations

THE ATLANTA URBAN LEAGUE

Over Thirty-Five Years of Preventive Social Service

JACKSON 1-2355 • 239 AUBURN AVENUE, N. E. • ATLANTA 3, GEORGIA

Rec'd 6-23-59

June 19, 1959

Mr. Harold Fleming
Executive Director
Southern Regional Council
63 Auburn Avenue, N. E.
Atlanta, Georgia

Dear Mr. Fleming:

Please accept this belated thank you note for the $50.00 contribution to the All Citizens Registration Campaign from the Southern Regional Council. It helped us to maintain our office through the end of May and to successfully conduct the Registration Campaign. We appreciate your dedication to community services and wish you God's Speed.

Cordially yours,

Jesse Hill, Chairman
Registration Campaign

Clarence

Clarence D. Coleman, Director
Campaign Director

JH-CDC:vbm

CROSS REFERENCE SHEET

NAME OR SUBJECT:

Tampa, Memphis, New Orleans Urban Leagues

REGARDING:

Info. concerning Taconic Foundation, Inc.

DATE

December 1959

(SEE)
NAME OR SUBJECT:

Taconic Foundation, Inc.

January 21, 1960

Mr. C. A. Thomas
Executive Director
Canton Urban League, Inc.
819 Liberty Avenue, S. E.
Canton 7, Ohio

Dear Mr. Thomas:

As you requested in your letter of January 19, I am enclosing a biographical data sheet and a glossy print of Mr. Wright.

When you have made use of the photograph, please return it to this office.

Sincerely,

(Mrs.) Mildred Flowers
Secretary to the Executive Director

MF
Enclosures - 2.

MF

Canton Urban League, Inc.

Community Relations • Group Work and Recreation • Health and Welfare • Industrial Relations • Vocational Services

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CALVIN L. WALTON

Youth Services Secretary
ARTHUR L. BEELER

January 19, 1960

Southern Regional Council
63 Auburn Avenue, N. E.
Atlanta, Georgia

Dear Sir:

This is a request for a biographical sketch and a glossy photograph of Mr. Marion Wright. Mr. Wright will be the principle speaker at the Annual Dinner Meeting of the Canton Urban League on Wednesday, February 17, 1960.

Will you please mail as soon as possible?

Sincerely,

C. A. Thomas

C. A. Thomas,
Executive Director

CAThomas/cmm

Original ltr from Robinson sent up to Lund

February 29, 1960

Mr. B. L. Robinson
Executive Secretary
Richmond Urban League
12 West Leigh Street
Richmond 20, Virginia

Dear Mr. Robinson:

Many thanks for your letter concerning accommodations for bi-racial groups in Virginia. This is, indeed, helpful to us in getting as complete a Southwide picture as possible.

We are also appreciative of your promise to send us any further information of this kind that you may discover.

Cordially,

Harold C. Fleming
Executive Director

HCF/mf

Taylor's ltr. to Lwd.

March 11, 1960

Mr. Marion M. Taylor
Executive Director
Tulsa Urban League
107½ N. Greenwood
Tulsa 20, Oklahoma

Dear Mr. Taylor:

Many thanks for your letter regarding meeting and dining facilities for racially inclusive groups. This is most helpful to us.

I hope your current effort to change the policies of Tulsa Hotels will lead to early and important additions to the list!

Cordially,

Harold C. Fleming
Executive Director

HCF/mf

MEMO TO JC
BC

March 22, 1960

Please add the following person to our paid New South list and bill accordingly. He should also be added to our All-purpose List:

Mr. Howard D. Roberts
Community Services Specialist
The Uhicago Urban League
2410 South Michigan Avenue
Chicago 16, Illinois

Encls: 2 copies each; "L" Reports #16, #17.

Added to New South List and All-Purpose List

March 22, 1960

Mr. Howard D. Roberts
Community Services Specialist
The Chicago Urban League
2410 South Michigan Avenue
Chicago 16, Illinois

Dear Howard:

I'm glad to send you, with our compliments, copies of the two reports you requested.

You should be getting our materials, and I'll see that you do henceforth. The only charge is $2.00 annual subscription fee for New South.

I hope to see you again one of these days. Meanwhile, all good wishes.

Sincerely,

Harold C. Fleming
Executive Director

HCF/mf
Enclosures

The Chicago URBAN LEAGUE...

FOR THE IMPROVEMENT OF RACE RELATIONS THROUGH RESEARCH, EDUCATION AND COMMUNITY ORGANIZATION

2410 SOUTH MICHIGAN AVENUE • CHICAGO 16, ILLINOIS

CAlumet 5-0600

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March 16, 1960

Mr. Harold Fleming
Executive Director
Southern Regional Council
63 Auburn Avenue, N.E.
Atlanta, Georgia

Dear Harold:

I am sure the situation is much better than it sometimes seems from newspaper reports, and that you fellows are still in there "punching".

We recently read with interest about the two reports you released, regarding "Desegregation and Academic Achievements" and "Racial Differences in Academic Achievements". Would you please send us two copies of each and bill us for same.

I had indicated to Fred Routh about a year ago, my desire to be put on SRC'S mailing list, but I suppose he forgot. Please let me know what fee is involved.

I wish you and the Council a continuation of success in your efforts. If there is anything I can do, please feel free to contact me.

Sincerely yours,

Howard

Howard D. Roberts
Community Services Specialist

HDR/ds

CONTRIBUTIONS TO THE CHICAGO URBAN LEAGUE ARE DEDUCTIBLE FOR INCOME TAX PURPOSES

495

ENDORSED BY THE CHICAGO ASSOCIATION OF COMMERCE AND INDUSTRY FOR THE PERIOD ENDING DECEMBER 31, 1960

AN AFFILIATE, NATIONAL URBAN LEAGUE

original to LWD

April 18, 1960

Mr. William E. Douthit
Executive Director
The Urban League of Oklahoma City
215 N. Walnut Street
Oklahoma City, Oklahoma

Dear Mr. Douthit:

Thank you so much for your helpful letter on public accommodations, which you sent to us in response to Mr. Puryear's communication.

This information will assist us in preparing a directory of inclusive facilities which professional associations and other groups can use. We shall see that you receive a copy of the report when it is done.

Cordially,

Harold C. Fleming
Executive Director

HCF/mf
cc: Mr. M. T. Puryear

Hi,

This is Doris' letter.

Hope you will be able to find something for her.

Don't forget to send in something for JOTTINGS.

Nell

5 Hilton Street
Greenville, S. C.
May 16, 1960

Mrs. Mittienell Wheeler
Southern Field Division, National Urban League
250 Auburn Avenue, N. E.
Atlanta 3, Georgia

Dear Mittienell:

My husband and I have been considering moving to Atlanta. You may recall that you and I talked briefly about this at the NUL Conference in Washington last year. Our first plans were to come to Atlanta after the first of the year, but we were delayed in Greenville, S.C.

I am writing now to find out whether or not you or your office can be of any assistance to me in finding employment. Needless to say, I would prefer UL employment. If there is no Urban League vacancy for which I could be considered, would your office have any leads to which I could be referred?

Very briefly, for your information, I am interested in secretarial work. I have typing and shorthand skills and am familiar with the following machines: dictaphone, mimeograph, addressograph, adding and small-scale postage meter. My experience includes employment with Hospital Service Association of Pittsburgh (Blue Cross); the Canton, Ohio, Urban League; and the Urban League of Pittsburgh. My most recent employment (terminated December 31) was with the Urban League of Pittsburgh where I served as Secretary and Office Manager. I am a graduate of Schenley High School in Pittsburgh and attended Howard University and the University of Pittsburgh. A more complete biographical sketch with references can be supplied upon request.

I could come to Atlanta for an interview or interviews on a day set up if I am notified early enough.

Please feel free to pass this request on to the proper person should this not be something you would handle.

Any assistance or information you can give me will be greatly appreciated. I look forward to hearing from you soon.

Sincerely yours,

Doris

(Mrs.) Doris High Smith

P.S. I failed to mention that I have bookkeeping experience and training.

April 10, 1961

Mr. John S. Holley
Urban League of Portland
519 S. W. Third Avenue
Portland 4, Oregon

Dear Mr. Holley:

As you requested, we are placing your name on our mailing list for pamphlets and reports other than our monthly magazine NEW SOUTH. NEW SOUTH, a descriptive brochure of which is enclosed, is two dollars per year. Our latest issue also is enclosed.

If we can be of additional aid, please let us know.

Sincerely,

John Constable
Director of Information

JC:lec
Encls.

Gentlemen:

Will you please add our name to your mailing list to receive your free publications and to receive notification of other publications which you may have for general circulation? Thank you kindly.

Urban League of Portland
519 S. W. Third Avenue
Portland 4, Oregon

By: John S. Holley

August 2, 1962

Mrs. Gaitha Martinez
Temporary Executive Director
Greater Miami Urban League
National Urban League Affiliate
395 N. W. First Street - Suite 209
Miami, Florida

Dear Mrs. Martinez:

Thank you very much for the material sent with your letter of July 10. Shortly after the information arrived Mr. Slaiman of the AFL-CIO was by the office and the information was very helpful in our discussions about the Miami situation.

There remains no great rush for additional information but we would appreciate having further reports as they become available.

The study, "The Negro in Greater Miami" seems to be an excellent resource document and is being turned over to our research department.

Hope your brief vacation was pleasant and restful.

With best wishes,

Sincerely yours,

Paul Anthony
Executive Assistant

PA:nm

Greater Miami Urban League

NATIONAL URBAN LEAGUE AFFILIATE

COMMUNITY SERVICES BLDG. -- 395 N. W. FIRST ST., SUITE 209 MIAMI, FLORIDA -- PHONE FR 1-6476

July 19, 1962 -- 8:22 P.M.

Mr. Paul Anthony
Southern Regional Council
5 Forsyth Street, N.W.
Atlanta 3, Georgia

Dear Mr. Anthony:

Enclosed is a copy of "The Negro in Greater Miami". You might possibly find it of use. The materials were taken from the 1960 census. It was prepared before I came into this office.

Also enclosed is a copy of a letter to Mrs. Cernoria Johnson, who is in charge of the Washington Regional Office of the National Urban League.

You will note that we are trying to do a survey of the union situation. This has been promised by our labor union man on the board -- Mr. Rennie Berry. He is employed in the City of Miami Water Department and is a strong AFL-CIO man. I believe he will produce.

Mr. Wheatley is not producing so well. He had never been encouraged to initiate action and we are trying to give him every opportunity to show what he can do. He was supposed to interview the business agents of the various trade unions and make a report. He has resisted all prodding on this and it has been several weeks now. Perhaps he is afraid of the situation because these would all be white men.

When I came here on June 5, I asked Mr. Wheatley to make an immediate appointment with Mr. Alexander (the plumber) for me. He never did so. I finally picked up the phone and called him direct. We have since met, along with Mr. Wheatley, the Vocational Studies director of Northwestern, Harold Kramer, and Mr. Berry. I discovered that Mr. Wheatley did not <u>know</u> Mr. Alexander, which may explain his reluctance.

I am leaving tomorrow for a few days in Portugal (the only vacation possible for this year). If Mr. Wheatley has not done anything on the above by the time I get back (Thursday, July 26) I will personally see to it.

Please keep in touch with us and share anything you may learn. I will be more than happy to do the same.

Hurriedly,

Gaidy Martinez

July 19, 1962

Mrs. Cernoria D. Johnson
Wyatt Building
777 Fourteenth Street, N.W., Suite 442
Washington 5, D.C.

Re: CONFERENCE ON EMPLOYMENT SERVICE POLICIES

Dear Mrs. Johnson:

We have your letter of July 17, 1962 about the proposed conference with Mr. Robert Goodwin, Administrator of Employment Security, on the above subject.

Unfortunately I did not attend the Washington Conference of May 16-17 because Mr. Lang was Executive Director at that time. As you know, he is no longer in Miami. Our President, Dr. I.P. Davis, attended the conference and he has kindly turned over some material to me.

Before answering your letter I spoke at length with Mr. Melvin Jackson. He has been employed by the FLORIDA STATE EMPLOYMENT SERVICE for 17 years. He holds the title of "Manager" at the present time and is the supervisor of the Negro group in the LABOR AND DOMESTIC DIVISION.

Mr. Jackson has served on the Board of Directors of the Greater Miami Urban League for many years. He is a Vice President and Chairman of the Industrial Relations Committee. I not only spoke with him on the telephone, but went to see the operation for myself and spent about two hours in and around the building.

Our Vocational Services Secretary, Mr. Harry Wheatley, has been employed by the GMUL for 4 years. He and I talked at some length about your letter. He went with me to see Mr. Jackson.

Mrs. Eddie Daniels has been employed for some years by the State Department of Public Welfare. She has also been on the Board of Directors of the GMUL for a long time. She was most cooperative in answering my questions.

I will try to answer your questions as specifically as possible:

1. We have always received assistance to the fullest extent from Employment Service in the areas of testing and counseling. For example, when we were trying to get employees for Western Electric, the students were tested, graded, and the scores were turned over to us. This was a great help and eliminated unsuitable applicants quickly.

Employment Service has screened secretarial applicants as to typing ability and speed, spelling, and shorthand. We have always been able to get scores to forward to other cities, if needed.

WE HAVE ALWAYS RECEIVED AS MUCH AS WE HAVE ASKED.

2. Manpower availability and re-training: We can provide the manpower if Employment Service can provide the training and/or re-training. We find the demand far exceeds the supply for well-trained personnel.

Over 1500 persons are now in apprenticeship training programs in this area. THERE ARE NO NEGROES INCLUDED. We are trying to do a survey now on the state of memberships in the AFL-CIO unions. Apprenticeship training programs are handled exclusively by the unions.

There is only one licensed Negro plumber in Greater Miami. He won his license through a lawsuit. He has never been accepted into membership in the union (not AFL-CIO). Applicants are allowed to take the examination for a license IF THEY HAVE BEEN IN THE PLUMBING TRADE FOR 3 YEARS. They have trouble with the written portions of the examination.

There are two classes for plumbers in the local Vocational School (Lindsey-Hopkins). One is conducted by the union and the other is non-union. Theoretically, Negroes are eligible to attend classes in the non-union course. None have ever registered but we have 2 men whom we hope will be accepted for September. We are now awaiting word on this.

There is another Vocational School called Northwestern. The enrollment in this school is almost entirely Negro. A class in plumbing (or anything else) could be started if 15 pupils requested the course. We prefer to go through Lindsey-Hopkins rather than perpetuate the segregated pattern here.

3. We maintain very little contact with regional Employment Service officials in Atlanta because there has been little need for this. Tallahassee sends men down here. Mr. Jackson meets with them and calls us when indicated. On a local basis, Mr. Jackson is invaluable to us. We are told that Mr. Lang used to meet with other officials, as well. Mr. Wheatley has had no other contact than Mr. Jackson and his immediate peers.

4. There are no minority group members serving on Employment Service advisory committees. There are no minority group members employed as field representatives.

5. On paper, Section 5 (Labor and Domestic Division) is integrated. In reality, ALL of the workers at desks are Negroes, with the exception of one desk where the over-all supervisor sits. ALL of the windows are tended by Negroes, with the exception of one. The seating of applicants is integrated. However, one side of the room is usually taken up by Negroes and the other side is white with a few Negroes. White applicants go to the window tended by the white person.

The white window handles sewing machine operators etc. Theoretically, no skilled persons are supposed to apply in this division. However, if Negro skilled persons apply elsewhere they are sent here and handled here by Negroes. This applies to painters, etc. There are exceptions in highly skilled professional categories and in clerical categories.

There are NO Negro employees in the Claims Department. The applicants are integrated and seating is integrated. A Negro man who had worked on claims for many years under the old segregated system is now standing at a window stamping I.D. cards. A man who spent many years in a field capacity, visiting schools etc., is doing the same thing. The integration of this division which is the aforementioned Division 5, Labor and Domestic, occurred about one year ago.

When visiting Division 5, I asked the white man in charge about the WORKING AGREEMENT between the Urban League and the Employment Service. He said he had never heard of it.

I am told that a letter was sent to the man in charge of all Employment Service operations at the time of the so-called integration of Division 5. The letter requested that the Urban League have representation on the committee to be formed as a follow-up. The reply stated that we would be notified when the committee was formed. We have received no further communication from them. Unfortunately both letters seem to have been mislaid.

EATING FACILITIES. There is a small cafeteria on the grounds. It is operated by a private company on a lease basis. It is now integrated. Mr. Wheatley and I ate there. We saw only two other Negroes.

In contrast to the aforementioned picture, the STATE DEPARTMENT OF PUBLIC WELFARE has excellent working conditions and morale. It has been integrated since 1947. There is a staff of 148 persons. Staff, applicants, persons served, etc. run fairly even between Negroes and whites.

I do hope that this information has been help ful. No doubt we will learn more as we go along. Please write us for any further information we might be able to get or to find. We will be interested in hearing the results of this conference.

Sincerely yours,

(Mrs.) Gaitha Martinez
Temporary Executive Director
GREATER MIAMI URBAN LEAGUE

COPY

TAconic FOUNDATION, INC.
666 FIFTH AVENUE
NEW YORK, N.Y. 10019

April 28, 1964

Mr. Leslie W. Dunbar
Executive Director
Southern Regional Council, Inc.
5 Forsyth Street, N. W.
Atlanta 3, Georgia

Dear Mr. Dunbar:

Mrs. Eddy has requested that I forward the attached correspondence to you.

Sincerely yours,

Marilyn Hainesworth
(Miss) Marilyn Hainesworth
Administrative Associate

Attachment

THE ATLANTA URBAN LEAGUE

Over Thirty-Five Years of Preventive Social Service

JAckson 1-2355 • 239 AUBURN AVENUE, N. E. • ATLANTA 3, GEORGIA

April 7, 1964

Mrs. Mary Lee Eddy
Executive Director
Taconic Foundation
666 Fifth Street
New York, New York 10019

REC'D 4/9/64
R. A. 4/21/64
ACK.

Dear Mrs. Eddy:

Since I have not had the pleasure of talking with you about the one and only Urban League, I decided to enclose the reprints for your information. It was one year ago that we talked over the phone - after my great let-down with the Ford Foundation relative to the ninety million dollar loan to Negro banks and savings & loan associations - about our unsuccessful efforts to secure local support from the Community Chest and local foundations for the NASH project.

After having exhausted all local resources, with all deliberate speed, we decided to go it alone with the same over-worked staff. We now have an organization (please see the enclosed letter-head), the cooperation of the local Quakers who have volunteered to do some teaching, a promise from the Board of Education and the city administration to assist the people, and the two editorials. Sears-Roebuck will spend $500.00 for a paint-up and clean-up program and this may attract more support.

In the meantime, the Community Planning Council has instituted a neighborhood program, along different lines in a white area. When I, a Board member of the Council, raise questions about work in a Negro area, the matter of lack of funds become the important issue. The Council is waiting to see what comes out of the Poverty Bill that will aid in the coverage of both white and Negro neighborhoods. Once again, it appears that we must always depend on the Federal Government for aid eventhough Negro areas are in the greatest need.

The forementioned situations will not last as more Negroes become registered and vote. Therefore, I must thank you and Mr. Currier for supporting the Voter Registration projects which will CHANGE the situation in the years to come. Your support of this basic project may very well mean that I may one day live in the White House. The Taconic Foundation is at least providing us with a more adequate tool - the ballot - to hammer out a better democracy, and I hope to remain mobile to nurture and guide this new force, without regard to color, in behalf of all mankind.

Thanking you again and again for all that you have done, I remain

Most cordially yours,

Tommy

R. A. Thompson,
Executive Director

Enclosures

RAT:bm

NORTHSIDE ASHBY SIMPSON HUNTER REDEVELOPMENT CORPORATION

A Non-Profit Organization for Community Improvement

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JA. 5-3156

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Vice Chairman

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CODE & ENFORCEMENT
James Gardner
Chairman

MEMBERSHIP
Mrs. Grace Keith
Chairman

CLEARANCE & REHABILITATION
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Chairman

FINANCE
Mrs. Rose Howard
Chairman

STREET IMPROVEMENT
James Collins
Chairman

ZONING
Clarence Sykes
Chairman

LEGAL COUNSEL
Attorney Donald Hollowell

AN AFFILIATE OF THE ATLANTA URBAN LEAGUE
239 Auburn Avenue, Northeast, Suite 400, JAckson 1-2355 - 6

THE ATLANTA CONSTITUTION

For 96 Years The South's Standard Newspaper

RALPH McGILL, Publisher

EUGENE PATTERSON, Editor

Established June 16, 1868
Issued daily except New Year's, July 4, Labor Day, Thanksgiving and Christmas. Second-class postage paid at Atlanta, Georgia.
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Home-delivered subscription rates: Morning and Sunday, or evening and Sunday, 1 week, 50c. Morning or evening daily only, 1 week, 30c. Morning, evening and Sunday (13 issues), 1 week, 80c. Subscription prices by mail on request. Single copies: Daily, 5c; Sunday, 20c, plus 3% sales tax on sales and deliveries made within the state of Georgia.

Page 4 THURSDAY, MARCH 19, 1964

'We'd Rather Do It Ourselves, Thanks'

It is often said that local government is the most effective government, but rarely is it explained why.

One reason, of course, is that locally designed programs can more nearly fit local needs and conditions. Even more important, direct participation in planning and execution gives a program more meaning to those who take part. Education cannot be "given" to people; it must be seized and developed by the individual. Likewise with community improvement.

That is why it will be exciting to watch a grassroots improvement program now starting in Atlanta. The NASH (Northside-Ashby-Simpson-Hunter) Community, with the assistance of the Atlanta Urban League, has launched a broad-gauge self-help program involving improvement of housing, streets and sidewalks; tutoring services and other attacks on school drop-outs; night classes for adults; and counseling in health, employment and personal problems.

This program deserves the cooperation of all involved, and the admiration of the whole city. This is self-government at its best.

The Atlanta Journal
★ AND ★
THE ATLANTA CONSTITUTION

Jack Spalding, Editor
The Atlanta Journal

Jack Tarver, President
Atlanta Newspapers, Inc.

Eugene Patterson, Editor
The Atlanta Constitution

EDITORIALS 6-B ★ MARCH 29, 1964

A Community Plans

NEIGHBORHOOD associations have become common in Atlanta, but the latest is unusual. It has been undertaken by Negro residents with plans more ambitious than any ever put forward by an Atlanta community.

The community is the one bounded by Northside Drive, Ashby Street, Simpson Street and Hunter Street. Using the first letters of each of these street names, it has organized the name of NASH Redevelopment Corporation.

NASH, encouraged and aided by the Atlanta Urban League, will work on the physical nature of the community. Its goals include elimination of bad housing, cleaner streets, better preservation of good housing and better application of zoning laws.

But the corporation also wants to go to the roots of some of the area's difficulties. It will stress education. There are plans for tutoring services for elementary and high school students, night classes for adults and attention to school dropouts.

Improved health services and better dispersal of employment also will be sought.

This neighborhood will work with a number of public agencies; and the solid experience of the Atlanta Urban League, under Executive Director Robert Thompson, will be at its disposal.

Other parts of the Negro community are interested in this undertaking, and if it succeeds it may be a model for several more.

This will not be just another of those achievements by the wealthier, more comfortable members of the Atlanta Negro community. This is grass-roots.

All of Atlanta should be glad that a community's concern and pride have resulted in such a worthwhile endeavor.

A REMINDER

If you haven't yet reserved your place at the luncheon Installation of Michael Harrington as Chairman of the Board, LID, you may miss --

BAYARD RUSTIN, Organizer of the March on Washington

JACK CONWAY, Executive Director, Industrial Union Department, AFL-CIO; Director of Community Organizing, Office of Economic Opportunity

DANIEL BELL, author and Professor of Sociology, Columbia University

-- all of whom will speak. TIME: Nov. 18th, 12:30 PM. PLACE: Fifth Avenue Hotel (at 9th Street). Mail reservations to LID, 112 East 19th Street, N.Y.C., or call AL 4 - 5865.

An Invitation

to

The Urban League's Equal Opportunity Day Banquet

Featuring . .

SPEAKER – MR. WHITNEY M. YOUNG, JR., EXECUTIVE DIRECTOR
NATIONAL URBAN LEAGUE

HONOREES – THE HONORABLE IVAN ALLEN, JR., MAYOR,
CITY OF ATLANTA

MR. ASA T. SPAULDING, PRESIDENT,
NORTH CAROLINA MUTUAL LIFE INSURANCE,
DURHAM, N. C.

PROGRESSIVE CLUB
1050 TECHWOOD DRIVE, N. W.
THURSDAY, NOVEMBER 19, 1964

BANQUET . . . . . BALLROOM . . . . . 7:00 P. M.

RECEPTION . . . . . 9:30 P. M.

Menu . . .

FRUIT COCKTAIL

TURKEY AND DRESSING

FRENCH BEANS YAMS

GREEN SALAD

ROLLS COFFEE OR TEA

ICE CREAM

EQUAL OPPORTUNITY DAY is an occasion celebrated each year by the Urban League on the anniversary of President Lincoln's Gettysburg Address, (November 19) to focus attention on and to encourage efforts to secure fair and equal treatment of all citizens, regardless of race, color, religion or national origin.

ATLANTA URBAN LEAGUE
239 Auburn Avenue, N. E.
Atlanta, Ga. 30303
JA. 1-2355

NATIONAL URBAN LEAGUE
Southern Regional Office
250 Auburn Avenue, N. E.
Atlanta, Ga. 30303
MU. 8-8778

25

We are expecting you and your friends at the Urban League EQUAL OPPORTUNITY DAY Celebration at the Progressive Club, Thursday, November 19.

You and your guests may participate in one of the four categories listed below.

Your reservation may be made by completing this card and returning it with your donation in the enclosed envelope.

NAME _____

ADDRESS _____ TELEPHONE _____

Number of Guests:

_____ SPONSOR . . . . ($20.00 OR MORE) _____

_____ BANQUET, RECEPTION & AUTOGRAPHED BOOK — YOUNG'S "TO BE EQUAL" $15.00 _____

_____ BANQUET & RECEPTION $10.00 _____

_____ BANQUET ONLY $ 6.00 _____

AMOUNT ENCLOSED $ _____

Make checks payable to: EOD-URBAN LEAGUE
Tickets will be mailed upon receipt of check.

25

April 20, 1965

Mr. Kenneth Crooks
~~Assistant Director~~
~~National Urban League~~ Atlanta
250 Auburn Avenue, N. E.
Atlanta, Georgia

file

Dear Kenneth:

In compliance with your request concerning Miss Revelle Pergament, rather than write a letter myself, I am enclosing the attached letter written by Leslie Dunbar regarding Miss Pergament's qualifications. Leslie Dunbar's letter is RES IPSA LOQUITUR. I concur with his remarks.

Sincerely yours,

Vernon E. Jordan, Jr.
Assistant to the
Executive Director

VEJ:nm
Enclosure

March 1, 1965

Mr. David Seeley
Special Assistant to the
U.S. Commissioner of Education
Department of Health, Education and
Welfare
Office of Education
Washington 25, D. C.

Dear Mr. Seeley:

Miss Revelle Pergament has requested that I write to you regarding her qualifications for work with the Equal Educational Opportunity Program.

I am very glad to recommend Miss Pergament to you. I have known her for two or more years and have been able to observe her work with the National Student Association. I have been impressed not only by her very high personal qualities but also by her evident intelligence and sincerity. I believe that she has learned a great deal regarding the whole span of the human relations movement in the South. She has also shown first rate ability to work with people in a constructive manner and with good judgement.

Sincerely yours,

Leslie W. Dunbar,
Executive Director

LWD:p

Mildred

file

Atlanta

AMERICAN TEAMWORK WORKS

NATIONAL URBAN LEAGUE
SOUTHERN REGIONAL OFFICE
RHODES BUILDING - SUITE 417
78 MARIETTA ST., N. W.
ATLANTA, GEORGIA 30303

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Arthur Q. Funn
Legal Counsel

Rec'd 4/22/65

April 20, 1965

Dear Dr. Dunbar:

Miss Revelle Pergament has given your name as a reference in seeking employment with the National Urban League. This office is interested in the applicant's personal appearance, manner, leadership, originality, dependability, judgment, and maturity as well as scholastic achievement and professional competence.

In your letter of reference, kindly include the length of time you have known Miss Pergament, in what capacity, and her effectiveness on the job, if applicable, as well as your evaluation of her in terms of the items listed in the first paragraph.

Your frank evaluation of this applicant will help us more effectively determine the best use to which we can put her services.

Thank you.

Yours very truly,

K. B. M. Crooks, Jr.
Assistant Director

Dr. Leslie Dunbar
Southern Regional Council
5 Forsyth Street, N. W.
Atlanta, Georgia 30303

KBMC:jd

AMERICAN TEAMWORK WORKS

file

National Urban League, Inc.

Atlanta

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Arthur Q. Funn
Legal Counsel

Rec'd 11/16/65

November 12, 1965

Dear Paul:

On today, Mark Israel of the Tennessee Council on Human Relations called to arrange a meeting with someone on our staff with reference to our program.

Without checking the schedules of Coleman and Crooks, I agreed to a Wednesday, November 17, 10:30 a. m., conference in our office, certain that one of us would be available.

Now, however, I find the opposite to be true, except that Kenneth Crooks will be in the office Monday through Tuesday, 15, and 16, and a call to Kenneth could possibly facilitate other arrangements.

Otherwise, I might suggest that Nathaniel Arnold of the Atlanta Urban League could be contacted for discussing our program with these gentlemen.

Please explain this unusual conflict to them and express our regrets.

Appreciatively,

Heman

HEMAN M. SWEATT
Associate Director

Mr. Paul Anthony
Executive Director
Southern Regional Council
5 Forsyth Street, N. W.
Atlanta, Georgia 30303

To Ed Stanfield

TO-MJ

Please return to files -

January 12, 1966

Miss Revelle Pergament
Field Representative
Health and Welfare
National Urban League, Inc.
78 Marietta Street, N. W.
Atlanta, Georgia 30303

Dear Revelle:

Mr. Ed Stanfield, our new Field Director, will be the staff person here to serve on the Advisory Committee described in your letter of January 10.

Thank you for this opportunity.

Best.

Sincerely,

Paul Anthony
Executive Director

PA/km

National Urban League, Inc.

Southern Regional Office
78 MARIETTA STREET, N.W., ATLANTA, GEORGIA 30303 • AREA CODE 404 – 688-8778

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Dwight R. Zook

Arthur Q. Funn
Legal Counsel

January 10, 1965

Mr. Paul Anthony, Executive Director
Southern Regional Council
5 Forsyth Street, N. W.
Atlanta, Georgia 30303

Dear Mr. Anthony:

A meeting was held on November 9th with representatives from various state and local organizations and agencies. The purpose of this meeting was to discuss and consider plans for a cooperative effort to provide adequate health and welfare services for children in Georgia.

The representatives' responses to the proposed program were most enthusiastic, and agreement was shared for the necessity of this program, its purposes and its aims. The enclosed statement answers those questions raised at the meeting and outlines further details of the program.

In the statement you will notice that the program has evolved since it was originally conceived. Participation in all phases of the program--for the Advisory Committee, Sponsorship, and the Assembly--now focuses on citizens groups and local community involvement.

I have also enclosed a form which requests that you authorize a representative of SRC to be a member of the Advisory Committee, as described in the statement. A note will be sent later this week with information on the date and time of the Advisory Committee meeting.

If you have any suggestions or questions, please do not hesitate calling me. I would appreciate hearing from you at your earliest convenience.

Most sincerely,

Revelle

Revelle Pergament
Field Representative
Health and Welfare

RP:jd

P.S. I have sent a copy of this & the program description to Pat Watters for his information. – he had expressed interest in the program, i.e.

Affiliated with National Social Welfare Assembly, National Conference on Social Welfare
Contributions to the National Urban League are tax deductible

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File Urban League - Atlanta

AMERICAN TEAMWORK WORKS

National Urban League, Inc.

Southern Regional Office
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Dwight R. Zook

Arthur Q. Funn
Legal Counsel

May 3, 1966

Mr. Paul Anthony, Executive Director
Southern Regional Council, Inc.
5 Forsyth St., N. W.
Atlanta, Georgia 30303

Dear Paul:

Thank you for representing the Atlanta Chapter of NAIRO at the reception on April 22, 1966 at which, I understand, you were our only delegate!

Enclosed with this letter are two checks totaling $5.00 which are designated to help defray expenses associated with the reception.

If you will be kind enough to provide us with the cost to your agency, I shall be glad to bring this up at our next NAIRO meeting to determine how best it might be handled.

Yours very truly,

K.B.M. Crooks, Jr.
Assistant Director
(Sec'y to Atlanta
Chapter of NAIRO)

KBMC/els

Enclosures

Two $2.50 checks:
Mrs A. D. Gaither –
Mrs Marie S. Card.
5/4/66

cc: Mr. Ted Freedman, Executive Director
Anti-Defamation League
41 Exchange Pl., S. E.
Atlanta, Georgia

Mr - return on May 17 Jane

Recd 5/9/66

ECONOMIC DEVELOPMENT INSTITUTE

78 MARIETTA ST., N.W., SUITE 417, ATLANTA, GEORGIA 30303

Co-Sponsors

NATIONAL BUSINESS LEAGUE

NATIONAL URBAN LEAGUE

File Urban League (Atlanta)

Cooperating Agencies

Economic Development Administration
Small Business Administration
Southern Regional Council,
United Presbyterian Church, U.S.A.
Office of Economic Opportunity

Bring up May 16

Reservations Called in on May 17, 66

TO: Members of the Advisory Committee on Health & Welfare Services for Georgia's Children

FROM: Clarence D. Coleman, Director
Southern Region, National Urban League

Revelle Pergament, Field Representative
Health and Welfare, Southern Regional Office
National Urban League

We extend to you a special invitation to meet with Whitney M. Young, Jr., Executive Director of the National Urban League, at a luncheon on Wednesday, May 18th, at the Atlanta Americana Motel from 12:30 a.m. to 2:00 p.m.

This luncheon is part of the Economic Development Institute being co-sponsored by the National Business League and the National Urban League on May 18, 19, and 20, 1966. You are welcome to attend the entire institute, but we especially want you to meet our national director and to become familiar with an important aspect of the National Urban League's work.

If you would like to attend, please place your reservation with Mrs. Myrtle Mickens at 688-8778. The cost of the luncheon is $5.00.

We are looking forward to seeing you on May 18th at 12:30 a.m. at the Americana Motel.

May 6, 1966

STRENGTHENING NEGRO ECONOMIC LEADERSHIP

ATLANTA AMERICANA MOTOR HOTEL, MAY 18, 19, AND 20, 1966, ATLANTA, GEORGIA

See Urban League, Atlanta

MJ

May 23, 1966

Mr. Clarence D. Coleman
Southern Regional Director
National Urban League
Southern Regional Office
78 Marietta Street, N. W.
Atlanta, Georgia 30303

Dear Clarence:

Just a confirmation that I look forward to being at your meeting at 2:00 p.m., on May 27th.

Best.

Sincerely,

Paul Anthony
Executive Director

PA/mmj

(1)

National Urban League, Inc.

Southern Regional Office
78 MARIETTA STREET, N.W., ATLANTA, GEORGIA 30303 • AREA CODE 404 – 688-8778

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Dwight R. Zook

Arthur Q. Funn
Legal Counsel

May 19, 1966

Mr. Paul Anthony, Executive Director
Southern Regional Council
5 Forsyth Street, N.W.
Atlanta, Georgia 30303

Dear Mr. Anthony:

On Friday, May 27th, Mr. M. Carl Holman, Deputy Staff Director, U.S. Commission on Civil Rights, will be in Atlanta to meet with civil rights officials who are concerned with problems relating to Negro migration from rural to urban areas under voluntary and involuntary conditions.

We invite you to attend this meeting at 2:00 p.m. on May 27th in the Conference Room of the Southern Regional Office, National Urban League.

The meeting will focus on the following questions:

To what cities, particularly in the Southern Region, are the migrants going, and why? Where are they coming from, and why?

What levels of skills and degree of literacy do they bring with them? What kind of adjustment problems do they have?

What preparation for urban living is now being given in these rural areas? For example, what kind of information do they need, and to what extent is it provided? What kind of education and training do they need, and to what extent is it provided? What kind of programs and services do they need, and to what extent are they provided?

To what degree are governmental and nongovernmental programs relating to the problem of the rural-to-urban migrant provided on a comprehensive cooperative basis?

How might the civil rights and other organizations more effectively utilize the services of the Civil Rights Commission?

Affiliated with National Social Welfare Assembly, National Conference on Social Welfare
Contributions to the National Urban League are tax deductible

We look forward to seeing you at this most important meeting at 2:00 p.m. on May 27th.

Cordially yours,

Clarence D. Coleman sat

Clarence D. Coleman
Southern Regional Director

CDC/sat

See Urban League Collection

June 7, 1966

Mr. Harold N. Arnold
Director
Atlanta Urban League
239 Auburn Avenue, N. E.
Atlanta, Georgia 30303

Dear Nat:

Because of a prior commitment which will have me out of the city on Friday, June 10, I deeply regret that I will be unable to attend the Atlanta League's Annual Meeting.

Please express my sincere regrets to your colleagues.

With best wishes.

Sincerely,

Paul Anthony
Executive Director

PA/km

File
Urban League
Atlanta

July 26, 1966

Mr. Kenneth B. M. Crooks, Jr.
Assistant Director
National Urban League, Inc.
Southern Regional Office
78 Marietta Street, N. W.
Atlanta, Georgia 30303

Dear Ken:

We have sent the requested information to Mr. Branson in Baltimore.

Come see us sometimes.

Sincerely,

Paul Anthony
Executive Director

PA/mmj

AMERICAN TEAMWORK WORKS

(1)

National Urban League, Inc.

Southern Regional Office
78 MARIETTA STREET, N.W., ATLANTA, GEORGIA 30303 • AREA CODE 404 – 688-8778

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Dwight R. Zook

Arthur Q. Funn
Legal Counsel

July 18, 1966

Mr. Paul Anthony, Executive Director
The Southern Regional Council
5 Forsyth Street, N. W.
Atlanta, Georgia 30303

Dear Paul:

One of the several agencies with which we work includes the Community Action Agency in Baltimore, Maryland where one of our NAIRO Interns is presently working.

Mr. George Bess, who I think you met during his internship here in Atlanta, has asked us to give some attention to the enclosed Xerox copy of a letter which came to my desk today.

I am confident that The Southern Regional Council would be in a better position to answer the inquiries which Mr. Branson has asked, and we hope that your office can answer him directly.

Any help you can give me with this would be appreciated.

Yours very truly,

Ken Crooks, Jr
eh

K.B.M. Crooks, Jr.
Assistant Director

KBMC/els

Encl.

Affiliated with National Social Welfare Assembly, National Conference on Social Welfare
Contributions to the National Urban League are tax deductible

231

THEODORE R. McKELDIN
MAYOR

COMMUNITY ACTION AGENCY

11-19 East Mount Royal Avenue
Baltimore, Maryland 21201
PL 2-6911

July 15, 1966

Mr. Kenneth B. Crooks
Assistant Director
Southern Regional Office
National Urban League, Inc.
78 Marietta Street, N.W.
Atlanta, Georgia 30303

Dear Mr. Crooks:

I am currently working on a research project that is concerned with the Negro representation on City Councils or other comparable city legislative bodies.

I understand from the Baltimore Urban League that your agency may have this information. Would it be possible that your agency could also furnish like information for the cities of Atlanta, Richmond and Nashville?

If this is possible and the information available, would you please send me the following data:

1. The number of people on the City Council
2. The number of Negro Councilmen
3. The number of Negroes on policy-making Boards or Commissions
4. The total number of people on these Boards and Commissions.

I would appreciate a prompt reply since this data is needed by July 25, 1966. Thank you for your kind cooperation.

Sincerely,

Nathaniel W. Branson

Nathaniel W. Branson
Neighborhood Development
Supervisor

NWB/dm

XERO COPY XERO COPY XERO COPY XERO COPY

July 21, 1966

Mr. Nathaniel W. Branson
Neighborhood Development Supervisor
Community Action Agency
11-19 East Mount Royal Avenue
Baltimore, Maryland 21201

Dear Mr. Branson:

Your letter to Mr. Kenneth B. Crooks was referred to our research department. Unfortunately, we do not have as much information about Nashville and Richmond as we have on Atlanta. The following list gives the total number of members of city councils, aldermanic and school boards, etc., with the name and address of Negro members of those boards.

ATLANTA:

Has 17 aldermen.
Q. V. Williamson
855 Hunter St. N.W.

Has 9 School Board members.
Dr. Rufus E. Clement
223 Chestnut St. S.W.

Dr. Horace E. Tate
201 Ashby St. N.W

Has 21 Fund Appeals Board members.
Mrs. Grace Hamilton
582 University Pl., N.W.

Has 16 City Executive Committee members.
T. M. Alexander, Jr.
190 Hermer Circle N.W.

Mrs. Ruth Sturdevant
1019 Palmetto Ave., S.W.

Has 5 Board of Ethics members.
T. M. Alexander, Sr.
208 Auburn Ave., N.E.

Has 20 executive committee members of the Citizens Advisory Committee for Urban Renewal
T. M. Alexander, Sr.
Mrs. Grace Hamilton

Worlds Fair Committee
L. D. Milton

J. B. Blayton

Atlanta, continued:

Fulton County Board of Family and Childrens Services
C. A. Scott
210 Auburn Ave., N.E.

NASHVILLE:
Has 41 City Councilmen
Mansfield Douglas
1802 Beech Avenue

John L. Driver
1018 35th Avenue, North

Robert E. Lilliard
1091 Stahlman Building
3rd and Union

Harold M. Love
2516 Buchanan

Reportedly has one Negro school board member--name not available.

RICHMOND:
Has 9 City Councilmen
Hon. B. A. Cephas, Jr.
537 North Second St.

Hon. Henry L. Marsh III
3211 Q St.

I hope the information reaches you in time to be of help.

Sincerely,

Glenda Bartley
Research Assistant

file
Urban League
Atlanta

November 7, 1966

Mr. Nathaniel Arnold, Director
Atlanta Urban League
239½ Auburn Avenue, N. E.
Atlanta, Georgia

Dear Nate:

Undoubtedly, our invitations to each other for dinner on the 17th have crossed in the mail. I deeply regret that I cannot be with you because our Annual Meeting is held November 16-18. I regret even more that we again have arranged our meeting on the same date. I will make every effort to remember to check your calendar next year before confirming our date, and I hope you will do so too.

With every good wish.

Sincerely,

Paul Anthony,
Executive Director

PA/km

File
Urban League -
Atlanta

November 11, 1966

Mr. Tal D. Fowler
Area Coordinator
Project Enable
National Urban League
78 Marietta Street, N. W.
Atlanta, Georgia 30303

Dear Mr. Fowler:

Because our Annual Meeting begins on November 16, I deeply regret that I will be unable to attend your meeting that afternoon. Needless to say, I continue to have considerable interest in this.

Best.

Sincerely,

Paul Anthony
Executive Director

PA/km

(4)

PROJECT ENABLE

reply to:
NATIONAL URBAN LEAGUE
PROJECT ENABLE
78 MARIETTA STREET, N.W. SUITE 411
ATLANTA, GEORGIA 30303
(404) 688-8880

November 7, 1966

Mr. Paul Anthony
Executive Director
Southern Regional Council
5 Forsyth Street N. W.
Atlanta, Georgia 30303

Dear Mr. Anthony:

On November 16th at 3:00 p.m. we would like to have another committee meeting on the problem of Immigration From Rural to Urban Centers. The meeting will be held in the conference room at the Southern Regional Office of the National Urban League, 78 Marietta Street.

Hopefully, you will have had time to become somewhat familiar with the new Community Directory. We have made contact with some of the agencies which are confronted with immigrants and will make a report to you on these contacts. On the basis of your awareness of the community and on the basis of our findings, we can consider what steps may be indicated.

Could you bring with you the copy of the proposal written by Mr. R. A. Thompson, entitle "A Study of the Posture Of The Non-White Farmer In the U. S." This was given to you at the last committee meeting.

Looking forward to seeing you.

Sincerely,

Tal D. Fowler

Tal D. Fowler
Area Coordinator

TDF/rl

EDUCATION AND NEIGHBORHOOD ACTION FOR BETTER LIVING ENVIRONMENT / A JOINT PROJECT OF THREE VOLUNTARY NATIONAL AGENCIES / SUPPORTED MAINLY BY THE OFFICE OF ECONOMIC OPPORTUNITY

CHILD STUDY ASSOCIATION OF AMERICA
9 East 89th Street, New York, N.Y. 10028
(212) 289-2600

FAMILY SERVICE ASSOCIATION OF AMERICA
44 East 23rd Street, New York, N.Y. 10010
(212) 982-6622

NATIONAL URBAN LEAGUE
14 East 48th Street, New York, N.Y. 10017
(212) 751-0300

File Urban League - General Corresp.

ES
MJ - file

North Shore — National Urban League
STUDENT TRANSFER EDUCATION PLAN (STEP)

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MRS. LEONARD SALETAN
11 Arbor Lane
Roslyn Heights, L. I., N. Y.
Area Code 516 MA 1-6727

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MRS. MURRAY T. BLOOM
MRS. ALFRED GROSS
MR. LYLE MARSHALL
MR. ROY MOGER
DR. GEORGE PALEY

Ex Officio
DR. JEROME H. HOLLAND
Chairman, Education Committee
National Urban League

March 6th, 1967

Mr. Paul A nthony
Executive Director
Southern Regional Council
5 Forsythe Street, N.W.
Atlanta, Georgia 30303

Dear Mr. A nthony,

Thank you for your prompt response to my letter about STEP. I have also heard from Mr. Ed Stanfield and Mr. Abner Lee, and I expect to send them letters and brochures very shortly.

I delayed acting upon your suggestions because I wanted to ensure that proper arrangements had been made with a member of the National Urban League staff to travel South to interview students and also to interview the northern host families. It is important that the same person do both, so that proper " pairing" can be done. The staff member will be in touch with our southern friends within the next few weeks, so that appointments can be scheduled for April and May.

Thank you so much for your assistance in this program.

Sincerely,

Mayer Gross

Mrs. A lfred Gross
30 Parkway Drive
Roslyn Heights, N.Y. 11577

AMERICAN TEAMWORK WORKS

file: Urban League (Atlanta)

National Urban League, Inc.

Southern Regional Office
78 MARIETTA STREET, N.W., ATLANTA, GEORGIA 30303 • AREA CODE 404 – 688-8778

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Arthur Q. Funn
Legal Counsel

March 15, 1967

Mr. Paul Anthony
Executive Director
Southern Regional Council
5 Forsyth Street N. W.
Atlanta, Georgia 30303

Dear Paul:

We appreciate your taking time out from your busy schedule to be with us on Friday morning. Your presentation stimulated tremendous interest on the part of the assembled group to engage in more fact finding about the availability of private financing of Projects on the local level. There was special interest expressed in the resources represented by religious institutions.

Thank you again for coming. If we can ever be of assistance to you, please let us know.

Sincerely yours,

Barbara I. Whitaker

(Mrs.) Barbara I. Whitaker
Assistant Director
Health and Welfare

BIW/rl

Affiliated with National Social Welfare Assembly, National Conference on Social Welfare
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231

CROSS REFERENCE SHEET

NAME OR SUBJECT

Atlanta Urban League

REGARDING

Annual Dinner
Mr. & Mrs. Arnold accept
invitation to Annual Dinner

DATE

7-18-67

(SEE)
NAME OR SUBJECT

1967 Annual Mtg.
& Dinner

File
Urban League, Gen

August 14, 1967

Mrs. Cernoria D. Johnson
National Urban League, Inc.
Washington Bureau
777 - 14th Street, N. W.
Washington, D. C. 20005

Dear Mrs. Johnson:

We don't know of any directory such as you inquire of. There are, however, a couple of places that come to mind that I think would meet your requirements.

You may know of the Mt. Beulah Conference Center in Mississippi which is associated with the Presbyterian Church and the National Council of Churches. Another excellent facility is Penn Community Center at Frogmore, South Carolina. Both of these are available to groups year-round.

With best wishes,

Sincerely,

Paul Anthony
Executive Director

PA/mmj

AMERICAN TEAMWORK WORKS

National Urban League, Inc.

Washington Bureau
777 14TH STREET, N.W., WASHINGTON, D. C. 20005 • AREA CODE 202 – 393-0124

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William J. Trent, jr.
Leonard Woodcock
Frank H. Wyman
Clayton R. Yates
Dwight R. Zook

ES – lets discuss

July
Twenty-seventh
1 9 6 7

Dear Mr. Anthony:

We have been asked by the Social Research Council to identify any training facilities located south of U. S. Highway 40, that is beginning with Kentucky and going southward. They may be institutions, camps, private retreats, etc., that would furnish an informal training environment. "Informal" because they would be utilized by migrant workers, Indian groups and others. We would greatly appreciate any information regarding location of such facilities, name of person in charge, size of group(s) they could accommodate and financial considerations, if latter information is available.

If you have a Directory of such information or a source to which we could turn, we would appreciate your sharing it.

Sincerely,

Cernoria D. Johnson dm
Cernoria D. Johnson (Mrs.)

Mr. Paul Anthony
Southern Regional Council
5 Forsyth Street, N. W.
Atlanta, Georgia

Penn Community Services –
Mt. Beulah –
Blue Ridge –
Church Camps –

AMERICAN TEAMWORK WORKS

National Urban League, Inc.

(Atlanta)

Southern Regional Office
78 MARIETTA STREET, N.W., ATLANTA, GEORGIA 30303 • AREA CODE 404 – 688-8778

File

October
Second
1 9 6 7

Mr. Paul Anthony, Director
Southern Regional Council
5 Forsyth Street, N. W.
Atlanta, Georgia

Dear Mr. Anthony:

This letter comes to extend to you an invitation to meet Mr. Ralph A. Phelps, Jr., the new Director of the Southeast Region of the Office of Economic Opportunity. Mr. Phelps assumed this new post on September 1.

The meeting is scheduled for October 10 at 2:00 P. M., in the Conference Room of the National Urban League - 136 Marietta Street, N. W., Suite 235.

As Regional Director of the Office of Economic Opportunity, he is responsible for directing the activities of the Anti-Poverty War in the Southeast. He is desirous of meeting with a small group of key leaders in this Region to discuss ways and means of improving the quality of services to poor people.

This meeting is being called for you to meet him and to share with him your ideas about how the Office of Economic Opportunity can accomplish this objective. I am sure you would want to take advantage of this opportunity to discuss with Mr. Phelps matters of mutual concern.

If for any reason your schedule will not permit your presence, please call Mrs. Nell Wheeler at 688-8778.

Cordially yours,

Clarence D. Coleman

Clarence D. Coleman
Southern Regional Director

CDC:RW

Fer
Atl. Urban
League
(Under "I" Section)

April 15, 1968

Mr. Richard Lyle
Acting Director
The Atlanta Urban League, Inc.
239 Auburn Avenue, N. E.
Atlanta, Georgia 30303

Dear Mr. Lyle:

I regret that I will be in Washington on Thursday, and cannot attend your meeting. However, please know that I and all of us here would like to cooperate with you in any way possible. Also, as you may know, the Catholic Archdiocese of Atlanta has plans somewhat along the lines expressed in your letter of April 12, and the Atlanta Community Relations Commission may also be planning something of t is nature. You may want to check with them before you complete your own arrangements.

Sincerely,

Paul Anthony
Executive Director

PA/mmj

THE ATLANTA URBAN LEAGUE, INC.

An Educational Community Service Agency Covering Over 47 Years of Preventive Social Service

521-2355 • 239 AUBURN AVENUE, N. E. • ATLANTA, GEORGIA 30303

NATIONAL URBAN LEAGUE AFFILIATE

April 12, 1968

Dear: Mr. Anthony

The Atlanta Urban League, Inc., an Education and Community Service Agency,in cooperation with other agencies, is interested in discussing ways and means of implementing the recommendations made by the President's National Advisory Commission on Civil Disorders.

To accomplish this objective, we are inviting you to serve as a member of the steering committee, which will have primary responsibility for developing plans for a city wide conference, hopefully, in the month of May, 1968.

The steering committee meeting will be held on April 18, 1968 at 1:00 P. M., in the third floor conference room of the Community Chest of Metropolitan Atlanta Inc.,

167 Walton Street, N. W.
Atlanta, Georgia

Although Mayor Allen has taken certain steps toward program implementation, public and private agencies also have a responsibility to marshall their total resources for dealing with the many problems confronting the Atlanta community.

Thanking you in advance for your cooperation and support in this matter.

Cordially yours,

Richard Lyle

Richard Lyle
Acting Director

Charles S. Stinson, Director
Community Resources Development

RL/rl

For further information, please contact the undersign.

United Appeal Member Agency

Telephone: (404) 688-8778

National Urban League, Inc.

Southern Regional Office

Clarence D. Coleman, Director

136 Marietta Street, N. W.
Atlanta, Georgia 30303

October 24, 1968

Mr. Paul Anthony, Director
Southern Regional Council
5 Forsyth Street, N. W.
Atlanta, Georgia 30303

Dear Mr. Anthony:

This letter comes to extend to you an invitation to meet Mr. William W. Suttle, the new Director of the Southeast Region of the Office of Economic Opportunity. Mr. Suttle recently assumed this new post.

The meeting is scheduled for November 6, at 2:00 P. M., in the Conference Room of the National Urban League - 136 Marietta Street, N. W., Suite 235.

As Regional Director of the Office of Economic Opportunity, he is responsible for directing the activities of the Anti-Poverty War in the Southeast. He is desirous of meeting with a small group of key leaders in this Region to discuss ways and means of improving the quality of services to poor people.

This meeting is being called for you to meet him and to share with him your ideas about how the Office of Economic Opportunity can accomplish this objective. I am sure you would want to take advantage of this opportunity to discuss with Mr. Suttle matters of mutual concern.

If for any reason your schedule will not permit your presence, please call Mrs. Nell Wheeler at 688-8778.

Cordially yours,

Clarence

Clarence D. Coleman
Director
Southern Regional Office

CDC:MW

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Contributions to the National Urban League are tax deductible

December 6, 1968

Mr. Lyndon Wade
Executive Director
Atlanta Urban League
239½ Auburn Avenue, N. E.
Atlanta, Georgia

Dear Mr. Wade:

We were so pleased that this year the Southern Regional Council's Annual Dinner did not conflict with that of the Urban League's. Now, to my regret, I find that we have an Voter Education Project dinner scheduled on that evening. Therefore, I will be unable to attand.

Please extend to Mr. Young our best wishes, and I hope to have an opportunity to visit with him while he is here.

Again, regrets.

Sincerely,

Paul Anthony
Executive Director

PA/mmj

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Atlanta, Georgia

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914 Gaines Street
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395 N. W. 1st Street, Rm. 209
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610 Coliseum Drive
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Executive Director

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1133 Broadway, New York 10, N. Y.

NATIONAL URBAN LEAGUE

FOR EQUAL ECONOMIC OPPORTUNITY

250 Auburn Avenue, N. E. Lamar 7262 Atlanta 3, Georgia

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SOUTHERN FIELD DIVISION
Harry L. Alston, Industrial Relations
M. T. Puryear, Vocational Guidance

December 3, 1952

RECEIVED
DEC 5 1952
Southern Regional Council

Dr. George C. Mitchell
Executive Director
Southern Regional Council
63 Auburn Avenue, N. E.
Atlanta 3, Georgia

Dear Dr. Mitchell:

Enclosed you will find a handbill, which I picked up during a recent visit to Fayetteville, North Carolina.

Although this material was picked up too late to be included in the race baiting material, which was discussed during the recent meeting in Nashville, I thought perhaps you would be interested in seeing some of the "tripe" which was distributed among textile workers in North and South Carolina, and perhaps some of the other Southeastern states.

Were it only possible for us to solicit the support of the proponents of such undemocratic practices in working for the betterment of our government, this would be a much better country in which to live. However, we can be thankful for the fact that our government permits some of us to work for the better things in life.

Sincerely yours,

Harry L. Alston

Harry L. Alston
Industrial Secretary
Southern Field Division

HLA/m

Enclosure: 1

Affiliated With National Social Welfare Assembly, National Conference of Social Work, United Community Defense Services, United Defense Fund

Contributions are deductible for income tax purposes.

PLEASE RETURN TO H. L. ALSTON

Do You Want a Negro in Your Job?

Do You Want a Negro as Your Boss?

That is what may happen if Eisenhower loses in the coming election. Here is the situation. It cannot be denied:

Up until recent years the South held control in the Democratic Party. It no longer does. The policies of the Democratic Party are now set by a combination of Northern City Bosses, Crooked Politicians, and Radical College Professors. They have no worry about the vote of the white people of the South. They figure that Southern White People will always vote Democrat—no matter what.

What they are trying to get now is the vote of all Negroes. *They are registering them by the thousands and aim to vote them in mass—for the Democratic candidates.*

What have they promised the Negroes for their votes? They have promised to pass the F. E. P. C. law. What is that? *It would be a law by which every company operating wherever Negroes live would be required and compelled, whether willing or not, to hire Negroes as well as white people and to put Negroes and white people to work together.*

IF THIS PROPOSED LAW IS RAMMED DOWN OUR THROATS, THERE WILL BE TRAGIC TROUBLE AHEAD!

This is exactly what we face if the combination now in control of the Democratic Party wins on November 4. This is what they are planning and have definitely declared they are planning. This is why they are herding the Negroes to register and vote on election day.

EISENHOWER IS AGAINST ALL THIS. IF HE IS ELECTED THE F. E. P. C. LAW WILL NOT PASS.

In order to save our way of life—in order to avoid a racial struggle—we, the White People of the South, must vote for "Ike" Eisenhower!

Continued from other side

Negro Bosses in the Mills If Stevenson Elected

DEATH *of Decency*

WHITE WORKERS BEWARE of Democrat F.E.P.C. Plans

The Democrat Platform Would Force the Negro Down Your Throats

---

HERE ARE THE ACTUAL WORDS OF THE F. E. P. C. ACT:

"Federal Fair Employment Practice Act makes the right to employ without discrimination a Federal right; makes it unlawful for an employer to discriminate in employment because of race, religion, color, national origin, or ancestry."—House (of Congress) Resolution No. 7932 (May 21, 1952).

DEMOCRAT PLATFORM:
(Actual words)

"We favor Federal legislation **EFFECTIVELY** to secure . . . the right to equal opportunity for employment; the right to full and equal participation in the nation's political life."

THIS MEANS:

"**EFFECTIVELY** to secure" means that government agents and police will force your boss to hire Negroes to work side by side with you on the same jobs—any jobs, section hands, foreman, superintendents and on up.

Eventually, we would have to accept Negroes in our schools, rest rooms, playgrounds, etc.—and even as **your** next door neighbor!

REPUBLICAN PLAFORM:
(Actual words)

"We believe it is the responsibility of **each state** to control its own domestic institutions."

THIS MEANS, SIMPLY:

Eisenhower and the Republicans would leave things peacefully as they have always been. **THEY WOULD ALLOW EACH STATE TO WORK OUT ITS OWN SOLUTION TO THE NEGRO QUESTION. THEY WOULD NOT, BY LAW, TRY TO FORCE THE NEGROES DOWN OUR THROATS.**

FOR FOUR MORE YEARS AT LEAST

YOU CAN BE SAFE ONLY BY VOTING FOR EISENHOWER

Even if you are a registered Democrat, you can vote for Eisenhower.

THE ATLANTA URBAN LEAGUE

FOR SOCIAL SERVICE AMONG NEGROES

239 AUBURN AVENUE ATLANTA, GA.

TELEPHONE WALNUT 2355

August 5, 1953

Dear Harold:

Yesterday you told me of one of your plans to formulate a question and answer sheet on the subject of Segregation in the public schools, and I was very pleased to learn that you planned to do this. Such a phamplet should prove most helpful to those interested in abiding by the anticipated ruling of the Supreme Court.

However, I want to make one small suggestion, if I may. I believe that the people of the South should be told the estimated amount of money (taxes) that could be saved by each taxpayer if the schools were intergrated or if segregation were abolished by the Supreme Court. The savings-approach to the problem has not, in my opinion been presented to the people of the South, and now with taxes as high as they are I believe that the "positive" approach would be receptive. The dollar approach is rather important at this particular time.

As you well know, many estimates have been given concerning the amount that taxpayers would have to spend in order to equalize schools in the South. The average person has looked these stupendous figures and remarked that "there aint that much money in Georgia." Conversely, show the average American how savings may be effected and he will be for it in many instances.

Now that I have dared to tell you how to present the problem another way, I apologize for taking such perogatives with a friend.

Thanks for listening.

Very sincerely yours,

Journey

R. A. Thompson

Mr. Harold Fleming
Southern Regional Council
63 Auburn Avenue, N. E.
Atlanta, Georgia

October 5, 1954

Dear Mr. Mitchell,

Thank you very much for the information, it will be very helpful.

I am very willing to send you the 20¢ (CW RHA) because the information is worth much more than that.

Thank you again,

Sincerely,

Miss Dolores Sitzberger
1612 Oregon Street
Committee Chairman

RECEIVED
10/7/54
Southern Regional Council

October 1, 1954

Miss Delores Sitzberger
Oshkosh High
1612 Oregon Street
Oshkosh, Wisconsin

Dear Miss Sitzberger:

The best I can send you is a copy of a good booklet we did on the schools and segregation all over the South. Technically, you ought to find us 20¢ to send back for it.

Sincerely,

George S. Mitchell
Executive Director

GSM/eab

of a + just list
enclosed.

ATLANTA URBAN LEAGUE
239 AUBURN AVENUE, N. E.
ATLANTA 3, GEORGIA

COPY

September 29, 1954

Dear Miss Sitzberger:

Thank you for your letter of September 23, requesting firsthand information on segregation.

Your letter is being referred to Dr. George S. Mitchell, Director of the Southern Regional Council, Wesley Memorial Building, Atlanta, Georgia. Dr. Mitchell is the best resource for such material and we are asking that he send you what he has.

If we can be of further service to you, kindly write us again.

Cordially yours,

Mrs. Myrtle T. Mickens - for
Mr. R. A. Thompson
Acting Executive Director

Miss Delores Sitzberger
1612 Oregon Street
Oshkosh, Wisconsin

mm

ATLANTA URBAN LEAGUE
239 AUBURN AVENUE, N. E.
ATLANTA 3, GEORGIA

RECEIVED
9/30/54
Southern Regional Council

Oshkosh High
September 23, 1954

COPY

Dear Sir:

We are studying race segregation and would like firsthand information.

If at all possible, would you send all the information regarding segregation in your town. Anything that has to do with the social side would interest us a great deal although any phase of the problem will be useful for we are studying the entire problem.

Thank you very much and we will be looking for your reply.

Sincerely,

Delores Sitzberger
Committee Chairman

NB: Send all information to Miss Delores Sitzberger
1612 Oregon Street, Oshkosh, Wisconsin

RECEIVED 12/14/54
Southern Regional Council

November 23, 1954

MINUTES: BOARD OF DIRECTORS - THE ATLANTA URBAN LEAGUE

ATTENDANCE: Mrs. Harry M. Gershon, Miss Helen Bullard, Messrs J. B. Blayton, R. L. Cousins, R. E. Clement, J. R. Henderson, A. V. Jett, Walter Paschall, P. E. Shulhafer and A. T. Walden

STAFF: R. A. Thompson, C. D. Coleman, Mrs. G. T. Hamilton (on leave)

: : : :

A regular meeting of the Board of Directors was held in the offices of the Atlanta Urban League at 3:30 P. M., Wednesday, November 23, 1954. Mr. A. T. Walden, Chairman, presided.

After the normal routine (greetings by the chairman and prayer by Dr. Clement) the board members received the report of the Committee on Sabbattical Leave. The chairman, Mrs. Gershon, stated that her report had been submitted; that it was a report giving information and required no action.

Mr. Shulhafer, chairman of the Committee on Salary and Personnel stated that his committee was told it need not meet, but should a need of the agency arise he would be happy to call a meeting.

Mr. C. D. Coleman reported on the 1955 Community Chest Campaign pointing out that the Negro Division reached its campaign goal of $60,000 plus and that the House-to-House Division, under the direction of the Atlanta Urban League, surpassed its quota of $17,000. The amount raised by the House-to-House Division was $19,825.60. In 1947 the amount raised by the House-to-House Division was only $5,000. This shows an increase of 296.0%.

A second report, by Mr. Coleman, revealed that as a result of organization in 26 precincts, 1,227 new registered voters were added in DeKalb County - bringing the total Negro registered voters up to 2,516 in DeKalb County.

Dr. Clement, who served as General Chairman of the Negro Division in the 1955 Community Chest Campaign, reported that Mr. Coleman did a magnificant job in the House-to-House Division; that the House-to-House Division, the largest in the campaign, was the most productive group and Mr. Coleman was the key organizer of the entire area. Without this type of organization, Dr. Clement stated, we would not have been able to achieve the success we did.

Mrs. Hamilton commented on the two reports given by Mr. Coleman saying that our Community Chest activities in the various communities have

led to other types of Urban League services.

A brief discussion followed:

Mr. Shulhafer wondered whether or not we are nearer the day when there won't be a Negro Division.

Mr. Clement was not too optimistic about it. He stated that during the Campaign, their only contact was with the three General Chairmen and that the Negro leaders had been called into only one general meeting. He said, we work almost as a distinct campaign.

Mr. Paschall asked if there were a committee working on integration and added that the best way to break this up is to do a good job.

Mrs. Hamilton said that at the annual meeting last year, some consideration was given to integration, but a few people thought it would not be wise to raise the question in the meeting.

It was suggested that a quiet plan, to bring the matter to the floor of the next annual meeting, might be considered. It was further suggested that all members should give the matter some thought.

Mr. Thompson, in his report on recreation and housing, said, because of the limited staff there was nothing new to report on recreation. In housing, another assignment had been taken on - that of helping to relocate people who are going to be displaced by the "Alley Clearance Project". The League will assist these people in securing housing in housing projects or with private owners. Mr. Thompson also reported that other people will be displaced by the downtown connector.

Mr. Cousins asked if the League had a listing of the situation of the areas involved?

Mr. Thompson said he hoped to receive such a listing within a few days.

It was suggested that prior to eviction notices people should be contacted and informed as to what they may expect from the League. Another suggestion was that a card, telling about the League's services, might be sent along with the eviction notice.

Mr. Thompson announced that post-campaign budget reviews are about to begin and that our agency hearing will be held on December 6th at which time the Urban League would be told of its budget for 1955.

A second announcement was that of the Mid-winter Conference of the National Urban League and the possibility of a board and staff member attending.

Following discussion on the conference, the chairman appointed the following committee to work with the staff and make recommendations at the January meeting: Mr. Henderson, chairman, Mrs. Gershon and Dr. Clement.

The plan for Blue Cross and Blue Shield Hospital insurance was presented by Mrs. Hamilton and members were asked the extent to which the

agency might participate?

Following discussion, Mr. Clement moved that the agency secure the insurance and make it compulsory for all persons working with the League on a full-time basis. The motion was seconded by Mr. Henderson and carried by unanimous vote.

Mr. Shulhafer thought the Board would like to know that the person, most responsible for getting Blue Cross coverage for Negroes, is Mr. Hughes Spalding, Jr. He said, Mr. Spalding went to St. Louis at his own expense; returned and presented facts and figures to the Board and from then on it was only a matter of time.

Mrs. Gershon said that was good to know. There should be some way of letting persons know there is general appreciation for the time and thought that went into this.

It was the unanimous decision of the Board that a carefully worded letter be sent to Mr. Spalding including a statement that the agency is now participating in the plan.

Correspondence was read from Mr. Crawford who asked to be relieved of board membership because of ill health. By unanimous action, the Baord passed a resolution accepting the resignation with sincere regret and authorized that a letter be sent Mr. Crawford expressing appreciation for the contributions which he has made and wishing him a speedy recovery.

The Personnel Committee was asked to work on replacements.

The meeting adjourned at 4:15 o'clock.

A. T. Walden, Chairman

R. A. Thompson, Secretary

May 20, 1955

TO: GTH

I am delighted to see this stream of information. I think that is the most useful bit of mechanics toward improvement that could be turned up.

Will be grateful for advice on whether, and if so how, we could get the Urban League to make this information available to our field people.

eab

JUN 10 1955

June 9, 1955

Mr. Clarence Coleman
Secretary, Community Organization
Atlanta Urban League
Atlanta, Georgia

Dear Mr. Coleman:

On reading our May issue of "NEW SOUTH" we were surprised to note in your chart on page 9 that the Planning Council in Birmingham, Alabama, had no Negro representation on the Board. The Council has had a Negro on the Board for more than a year. You may be interested to know that three Negroes served on the Citizens Survey Committee which has just finished a two and one-half year study of welfare, health, and recreation needs and services, under the auspices of the Council. On the Interracial Committee of the Council, the vice-chairman is a Negro. This committee consists of seven sub-committees, each committee having both Negro and white serving as chairman or co-chairman, usually an equal representation of Negro and white on each committee.

We do not recall getting an inquiry from you concerning this matter and we are at a loss to know where you got the information as of December, 1954, stating there is no Negro representation on the Board of the Planning Council.

Yours very truly,

Roberta Morgan
Director

cc: Mr. Lyman Ford, CCC
Dr. George Mitchell

JUN 15 1955

THE ATLANTA URBAN LEAGUE

FOR SOCIAL SERVICE AMONG NEGROES

239 AUBURN AVENUE ATLANTA, GA.

TELEPHONE WALNUT 2355

June 14, 1955

Miss Roberta Morgan, Director
Jefferson County Coordinating Council of Social Forces
309 N. 23rd Street
Birmingham 3, Alabama

Dear Miss Morgan:

Your letter of June 9, 1955 regarding the May Issue of the "New South" in which it is noted that the Planning Council in Birmingham also had no Negro Representation on its Board, has been received. We sincerely regret that we are in obvious error. We shall make the proper corrections.

However, we would like for you to know that our questionnaire to Birmingham was sent to the Executive Director of the Community Chest of Jefferson County also located at 309 N. 23rd Street, Birmingham, Alabama. He dated his return November 30, 1954. In answer to the specific question, If you have a separate Planning Council, Does it's Board have Negro Representation? His answer to the question was "No". We have checked the returned questionnaire again to be certain of his answer. This is the basis for our information and we regret that we were misinformed.

Thank you very much for calling this matter to our attention. We are also very happy to know about the progress of your citizens survey committee. We wish you continued success. It was I, not the "New South" that erred.

Yours very truly,

Clarence D. Coleman, Secretary
Community Organization

cc: Lyman Ford
George Mitchell
Harold Fleming

August 25, 1955.

Mr. M. T. Puryear
Southern Field Division
National Urban League
250 Auburn Avenue, N.E.
Atlanta 3, Georgia

Dear Mr. Puryear:

Thank you for sending me a copy of your Annotated Bibliography designed to be used in preparation for the White House Conference on Education. Both the selections and the annotations are excellent and should be of great value to Conference participants. Naturally, we were gratified to note the inclusion of various materials published by the Southern Regional Council.

With kindest regards,

Sincerely,

Harold C. Fleming
Assistant Director

HCF/vc

NATIONAL URBAN LEAGUE, Inc.
FOR EQUAL ECONOMIC OPPORTUNITY

1133 BROADWAY WATKINS 4-0505 NEW YORK 10, N. Y.

August
Twenty-second
1955

MEMORANDUM

To: Mr. Harold C. Fleming
Assistant Director
Southern Regional Council
63 Auburn Avenue, NE
Atlanta 3, Georgia

From: M. T. Puryear
Vocational Guidance Secretary
Southern Field Division
National Urban League

: : : : : : : : :

The attached bibliography is being sent for your information.

M.T.P.
M. T. P.

MTP:MW
enc.

Affiliated With National Social Welfare Assembly, National Conference of Social Work, United Community Defense Services.

THE NEW YORK TIMES, SATURDAY, APRIL 16, 1955.

STATUS OF NEGRO REPORTED GAINING

But Urban League's Board Hears That Opportunities Bring New Challenges

By SYDNEY GRUSON

Special to The New York Times.

KANSAS CITY, Mo., April 15—An era increasingly favorable to the Negro was pictured today as the National Urban League's board met.

Opening-session speakers emphasized that unequaled opportunities lay ahead for the Negro. But they warned of stiff challenges, both for the Negro individually and organizations working for him.

Lloyd K. Garrison of New York, convention chairman, said the meeting had been called "to resurvey the league's goal and the steps the league is taking to reach them." Twenty-five members of the national board of trustees, representatives of each of the sixty city affiliates and staff workers, more than 200 in all, are attending the session.

The convention is the first of its kind in the league's forty-five year history. It was made possible through a grant from the Rockefeller Brothers Fund.

To avoid what Lester B. Granger, national executive director, described as the danger of the "old self-admiration game," five independent consultants prepared papers on which the convention discussions were to be based.

Third Epoch Seen

The consultants and their subjects were: Prof. Eli Ginzberg of Columbia University, "Better Preparation for Better Jobs"; Prof. William Haber of the University of Michigan, "The Economic Position of the Negro Wage Earner—Problems and Opportunities"; Dr. Charles S. Johnson, president of Fisk University, "Race Relations and the Dynamics of Cultural Change in the United States."

Also Elizabeth Wickenden of New York, "Race Relations as a Welfare Function," and Harry S. Ashmore, executive editor of The Arkansas Gazette, "The Racial Climate in the Wake of Segregation."

Dr. Johnson missed the opening session. It was held under the chairmanship of Prof. Ira DeA, Reid of Harverford College

The Supreme Court decision on segregation, Mr. Ashmore said, opened up the third great epoch in the American Negro's history. The first epoch was as a slave, the speaker said. The second was 100 years as a second-class citizen. Now it has been declared public policy, bolstered by the law, that he is a first-class citizen, Mr. Ashmore added.

But, Mr. Ashmore continued, there must be a willingness to continue the policy of compromise that had marked the long struggle for Negro emancipation.

In his paper, Mr. Ashmore wrote:

"The essential question posed by any program undertaken on behalf of the American Negro has never been whether the general public approved it, or even actively disapproved it. The real question is whether the public will accept it without active resistance; if this is so, it is a reasonable assumption that the program itself will become a primary instrument in erasing the public hostility, or apathy, which made it necessary in the first place."

So far as public policy was concerned, Mr. Ashmore wrote, "The vital battles have been won and victory is assured in those that still lie ahead."

Professor Haber said the Negro had advanced because the whole country had. But he emphasized that it was "only a breakthrough and not a conquest" and that large areas of discrimination remained where the league could do vital work.

Both Professor Haber and Miss Wickenden urged the league to exploit new resources, such as unions and business, to achieve its ideal of equal opportunity.

Professor Ginzberg said three ideas ran through the papers of all the consultants. The first was that the league must pay more attention to preparing Negroes for new opportunity.

Another was that the league should shift the emphasis in its work from individuals to institutions. A third was that the South was being neglected.

Miss Wickenden emphasized that the league, as a social welfare organization, must serve all Americans, regardless of color.

Dr. Johnson's paper said the league could do the most good for Negroes by working toward what was basically good for all. Generally, he said, the status of all Americans had advanced and the Negro may even have gone downhill relatively.

These clippings from the New York TIMES will serve as a quick report on our recent Board Convention in Kansas City. The official convention report will be printed and made available at a later date.

PLAN IN SOUTH SET BY URBAN LEAGUE

Campaign to Establish More Affiliates in Area Gains Support at Convention

By SYDNEY GRUSON

Special to The New York Times.

KANSAS CITY, Mo., April 16—A decision to undertake a major program of activity in the South appeared today to be emerging from the deliberations of the National Urban League's board convention.

The convention was working in private committee meetings on a series of resolutions dealing with future league policy. It was called to evaluate the league's work and programs in the light of changing social and economic conditions affecting Negroes.

From what was learned of the committee discussions it seemed likely that the convention would approve of a drive to establish many more local affiliates in the South. At present only fifteen of the league's sixty affiliates are located in that area where two-thirds of the country's approximately 15,000,000 Negroes live.

There is a strong feeling among the delegates that the league must gear its activity in the South to the increasing industrialization of the region. Otherwise it has been remarked Negroes will be excluded from southern industry as they were in the North as recently as twenty years ago.

Automation Is Studied

Considerable thought also has been given in the committee decisions to the effect of automation on Negro job opportunity. A preliminary report of the committee on employment and training stated: "The Negro is not likely to be aided by the rapid development of automation and other technical developments which will reduce demands for unskilled and semi-skilled workers."

In connection with Negro employment, two suggestions of the independent consultants whose papers form the basis of discussion have received widespread attention.

Dr. Charles S. Johnson, president of Fisk University, Nashville, Tenn., recommended the de-emphasizing of the discrimination factor in regard to Negro employment. Rather, Dr. Johnson said, the league should emphasize the loss to the nation by the nonutilization of Negro manpower.

Considerable discussion has arisen from one of the basic propositions advanced by Prof. Eli Ginzberg of Columbia University.

"The key to understanding how workers acquire skill," Professor Ginzberg stated, 'is to recognize that this is a process, not a single experience or exposure. It is a process that starts in early childhood and stretches into young adulthood at least, and frequently longer."

Factors Emphasized

As a result of the discussion on Professor Ginzberg's paper, there has been a lengthy debate on the possibility of broadening the job development program. Emphasis must be given, it has been stated, to such factors as family structure, community influences and basic schooling as they relate to training and preparation for jobs.

Training, it has been emphasized, must be projected in terms of preparing today's children for the kind of jobs that will be available fifteen years from now.

Th committee on employment and training, meeting with Prof. William Haber of Michigan University as consultant, expressed agreement with Professor Ginzberg's declaration that the major challenge facing the Negro population was "to insure that new economic opportunities do not slip by."

The convention has shown no enthusiasm for an idea broached recently that the league change its basic character as a planning and counseling agency. Sponsors of the idea would have turned the league into a mass movement.

But this has been rejected in the committee discussions. A need has been recognized for a broader base of public support to obtain a more skillful interpretation of the league's work. The consensus, however, has been that the league should not attempt to duplicate the work of other agencies in the mass action field.

An important change in the league's structure is being ratified at the convention. For the first time in the forty-five-year history of the league, it is becoming a delegate body with local affiliates sharing in the shaping of national policy.

This change is being effected through the adoption of new by-laws defining league membership for the first time.

The by-laws create four classes of membership — trustee members, delegate members, member-at-large appointed by the board of trustees up to a limit of twenty and supporting members. Supporting members will not be entitled to vote at league meetings.

THE NEW YORK TIMES, MONDAY, APRIL 18, 1955.

Urban League Sets Broad Drive; Affirms Ideal of Equality for All

Warns Nation That Democracy Must Not Be Compromised by 'Prejudice or Fear' —Convention in Kansas City Ends

By SYDNEY GRUSON

Special to The New York Times

KANSAS CITY, Mo., April 17—The National Urban League rededicated itself today to the ideal of equal opportunity for all Americans.

It also outlined a program to intensify the league's work throughout the country, and particularly in the South.

The league wound up a three-day board convention by adopting a policy statement declaring that the United States could assume world leadership "only when it accepts that true democracy must not be compromised by prejudice, malice or fear."

The statement added:

"Our nation can afford to condone no practice which threatens the dignity, security or rights of any of its citizens or fails to extend the enjoyment of full citizen and human rights to every man regardless of his race, his color or his religion.

"In view of these convictions, the Urban League seeks to use its full resources to eliminate racial discrimination in public or private employment, housing, education, health and welfare services, and to lend its full support to those agencies and institutions whose purposes are consistent with these aims."

Details of the organizational drive to be undertaken in the South were not spelled out. The establishment of several new local affiliates is involved, and additional staff work will be undertaken in the region. At present, only fifteen of the league's sixty affiliates are located in the South.

A plenary meeting today confirmed the rejection of a move to change the basic character of the league. It has been a major social welfare organization on behalf of Negroes for forty-five years, concentrating on planning and counseling. Although its activities will be stepped up, the league will remain in the social welfare field rather than turn itself into a mass movement organization.

The convention was concerned mainly with the drawing up of broad policy directives. These are to be translated into detailed action programs at the league's September conference in Milwaukee.

The final plenary session recommended that the national board of trustees establish:

¶A national advisory research council of experts in the economic and social science fields to assist in planning research programs.

¶A national youth training commission to develop "full utilization of all the resources in the community, including resources in the family, in education and in social services."

¶A commission to arrange a one-day public relations clinic during the Milwaukee conference.

¶A program of fellowship training and grants-in-aid for the training of new personnel in Urban League fields and to provide additional specialized training for the present staff.

Lester B. Granger of New York, the league's national executive director since 1941, was cited by the Executive Secretaries Council for his leadership.

October 18, 1955

MINUTES: Board of Directors, Atlanta Urban League

ATTENDANCE: Mrs. Gershon, Messrs. Blayton, Cannon, Clement, Cousins, Jett, Paschall, Shulhafer and Walden

STAFF: Mrs. Hamilton, Messrs. Thompson, Coleman and Gilbert

: : : : : :

The meeting was called to order at 3:05 o'clock with the chairman presiding. A brief prayer in which all members participated followed.

Mrs. Hamilton summarized the minutes of the previous meeting and called attention to item one on the agenda. She read a statement regarding the Atlanta Urban League which was prepared for the Chest, and invited comments and suggestions. An enthusiastic discussion followed and many helpful suggestions were made. By common consent of the Board, the Executive was authorized to modify the statement in light of suggestions made and submit to the Chest.

Mr. Paschall suggested that the statement be printed in order to be available for future use. (Copy of statement attached).

Mr. Gilbert made the Treasurer's Report which included a statement of the agency's finances for the past nine months and an estimate for the last three months of the year, Budget Request for 1955-'56, and new sources of income. He stated that because of the discontinuance of the Bailey contributions the agency will face a deficit at the end of the year.

Discussion followed. It was suggested that we communicate with Mr. Persells, a former Board member now living in Florida, and ask him to contact the new owner of Bailey for possible restoration of the contribution. Another suggestion was that we communicate with the Chest immediately calling attention to this dried up source of income and the resulting expectation of a deficit in 1955 operations.

With reference to the 1956 Budget Request, it was the feeling of members that the items voted in the May estimates should be included.

It was moved and properly seconded that we leave all items in the Budget Request that can be justified with an explanation. The motion was carried.

During the discussion of new sources of income, the chairman reported that there is a possibility of securing a contribution from the city and county. Definite word on this will be received within the next thirty days. Dr. Clement suggested local foundations as a possible source of income if the Chest does not restrict agencies from making such requests. Mr. Cousins

added that Dr. J. C. Dixon, Vice President and Executive Secretary of the Southern Education Foundation has contact with many of the local foundations and we might seek a conference with him.

With reference to an expanded program, Mr. Shulhafer thought it might be helpful if the agency could show that it had tried to get a case work agency to do the work on slum clearance and redevelopment as a justification for the $1200.00 requested for additional staff assistance.

The chairman appointed the following committee to work on Board replacements: Mr. Paschall, Chairman, Mr. Clement and Mr. Cannon.

Mr. Coleman commented on the Council of Neighborhood Organizations pointing out that the Council was organized in May and that it includes representation from 17 affiliated and 17 cooperating neighborhood groups. The interest of the Council is in securing improvement of facilities and services in the neighborhoods. Grassroots civic education is a by-product. Mr. Coleman introduced the new field work student, Mr. Norman J. Johnson.

Mrs. Hamilton reported that the outlook on Hospital services is unchanged at the present time, but as work continues something fruitful may develop.

The meeting was adjourned:

Respectfully submitted,

A. T. Walden, Chairman

Mrs. G. T. Hamilton, Secretary

THE ATLANTA URBAN LEAGUE

"For Preventive Social Work"

: : : : :

The purpose of the Atlanta Urban League is:

> To encourage, assist and engage in the improvement of economic, industrial, social and cultural conditions of the Negro population.
>
> To discover community needs affecting Negroes and to interest individuals and groups in undertaking to meet them.
>
> To coordinate and cooperate with existing agencies and organizations to further its aims.
>
> To promote the improvement of race relations and to further cooperation of all groups in behalf of the common welfare.

It is a social welfare agency working primarily in Community Organization.

> ("Community Organization consists for the most part in dealing with groups, or combinations of groups within a community, and in adjusting their differences so that all may exist side by side with a minimum of friction...")

It seeks to develop, maintain, and extend social welfare resources in order that they may be increasingly available to meet the needs of the Negro third of Atlanta's population.

The League's Board and Committees bring together white and Negro citizens who are actively interested and intimately acquainted with the needs of the Negro population. It thus provides a channel for consideration of advisable courses of action in situations which affect the well-being of the entire city.

The League's staff is composed of three professional and two clerical workers. Each professional staff member gives major attention to one of the program areas outlined below.

The agency serves as an information center for facts about the Negro population and about the social problems which affect it. It is one of the agencies used by the Atlanta University School of Social Work to provide its students with practical field work experience, thereby sharing in the preparation of professional social workers who add to the leadership resources of the South and the nation.

The program of the Atlanta Urban League is essentially one of prevention. Limitations facing Negroes in housing, health services, employment opportunities, educational and recreational opportunities, result in costly disorganization. The League aims, in cooperation with individuals and groups which determine public policy, to remove the causes of such social disorganization.

The League's tools are fact finding and research, interpretation, education and negotiation. The present emphases of the Atlanta Urban League's program are:

1. To cooperate with public and private housing agencies in efforts to clear slum areas and to improve the overall housing conditions of the city.

2. To develop and improve community facilities and services available to the Negro residents of 17 neighborhoods through measures which encourage "self help" and civic responsibility by the residents.

3. To increase and improve health and hospital services available to the Negro population.

The Atlanta Urban League was organized in 1920 and became a charter member of the Atlanta Community Fund in 1924. It is one of sixty Affiliates of the National Urban League.

* * * * *

BOARD OF DIRECTORS
1955

Blayton, J. B.
Bullard, Miss Helen
Cannon, W. S.
Clement, R. E.
Cousins, R. L.
Gershon, Mrs. Harry M.
Hackney, R. C.
Henderson, J. R.
Jett, A. V.
Kahn, Edward
Kaler, Irving
Kaufman, Miss Rhoda
Mell, Miss Mildred
Milton, L. D.
Mitchell, George
Paschall, Walter
Richardson, H. V.
Shulhafer, P. E.
Walden, A. T.
Wilson, Mrs. J. R.
Yates, Mrs. C. R.

THE ATLANTA URBAN LEAGUE

FOR SOCIAL SERVICE AMONG NEGROES

239 AUBURN AVENUE ATLANTA, GA.

TELEPHONE WALNUT 2355

October 21, 1955

OCT 24 1955

MEMORANDUM

TO: Members of the Atlanta Urban League Board

FROM: Walter Paschall, Chairman
Nominating Committee

Please list below your suggestions of people for Atlanta Urban League Board membership and return this sheet as soon as possible.

NAME	ADDRESS	COMMENTS

Date _____ Signature _____

THE ATLANTA URBAN LEAGUE

FOR SOCIAL SERVICE AMONG NEGROES

239 AUBURN AVENUE ATLANTA, GA.

TELEPHONE WALNUT 2355

January 10, 1956

Dear Harold:

Please find enclosed a copy of the telegram which I talked to you about. It was sent to the Ford Foundation in order to give some indication of the realities of conditions prevailing with regard to hospital care in Atlanta. The reply was received a few days ago. If you have any ideas about ways in which we might further the cause, please let me know.

Sincerely yours,

Grace

(Mrs.) G. T. Hamilton
Executive Director

Mr. Harold Fleming
Southern Regional Council
Wesley Memorial Building
Atlanta, Georgia

Enclosure

M I N U T E S

MEETING OF THE BOARD OF DIRECTORS OF THE ATLANTA URBAN LEAGUE

March 8, 1956

The regular meeting of the Board of Directors of the Atlanta Urban League was held in the office of the League on Thursday, March 8, 1956 at 3:30 P. M., with the Chairman, Mr. A. T. Walden, presiding. The following members were present:

Mr. W. S. Cannon	Mr. Marvin McClatchey, Jr.
Dr. R. E. Clement	Rev. Harrison McMains
Mrs. Edward Foster	Mrs. W. G. Thomas
Mrs. Harry M. Gershon	Mr. A. T. Walden
Mr. A. V. Jett	Mrs. C. R. Yates

STAFF

Mrs. Grace T. Hamilton
Mr. Clarence D. Coleman
Mr. Robert A. Thompson

The meeting was opened with prayer. New members were introduced and greetings were extended by the Chairman and the Executive Secretary.

Mr. Clarence D. Coleman reported on the Developments Regarding Civic Education and Council of Neighborhood Organizations. For the benefit of the new members, Mr. Coleman gave the background of the Council; mentioned program interests and emphases, and stated that efforts continued to be the closing of gaps between social welfare needs and social welfare resources.

After hearing this report, there was general discussion by members on the various items mentioned.

The Chairman called for Board action on the following recommendations:

1. That the Executive be granted additional weeks on her vacation period in the summer of 1956, in order to be able to accept a travel fellowship offered by Morehouse College.

2. That Mr. Thompson's consultative service with the Fund for the Republic's Housing Study be recognized as contributing directly to his responsibility for housing with the Atlanta Urban League, and that such brief periods away from Atlanta in connection with the study be managed within the present staff.

Both recommendations received the unanimous approval of the Board.

Mr. Thompson gave an interesting report on housing conditions of nonwhites in Birmingham, Alabama. Among other things he stated that, the housing con-

ditions of nonwhites in Birmingham are very much unlike anything we have in Atlanta. That Negroes are not getting FHA and CI insurance in Birmingham. Conventional loans are made at 6%. An interesting discussion followed.

The Chairman stated that a few days ago we were saddened to note the passing of Miss Rhoda Kaufman, and asked Mrs. Yates to read a resolution which had been prepared for Board Action.

Mrs. Yates said she had known Miss Kaufman for many years and thought it was fitting that the following resolution be passed:

> Whereas, the Atlanta Urban League is one among many beneficiaries of Miss Rhoda Kaufman's interests, energies and service, and
>
> Whereas, our entire community has been enriched because of her leadership and generosity of spirit in behalf of human welfare, and
>
> Whereas, the Board of Directors of the Atlanta Urban League share with many other groups of our community a sense of loss in her passing, therefore,
>
> Be it resolved that the Board and Staff of the Atlanta Urban League extend sincere sympathy to the family of Miss Kaufman in the loss which is shared by all of us.

The resolution was unanimously passed with the vote that it be transmitted to the family from the board and staff of the Atlanta Urban League.

Mrs. Hamilton reported on the Hospital Graduate Educational Program. She stated that efforts had been made, in February, to describe the program to five National Foundations and to see if these Foundations would assist financially. No funds have been received to date, but Mrs. Hamilton thinks that with the proper follow-up there is reason to believe that some help will be forthcoming.

The following action which had been adopted on March 2, 1956 by the Executive Committee of the Board of Trustees of the National Urban League at a recent meeting was reported.

> "The Executive Committee of the Board of Trustees of the National Urban League, have given serious consideration to a proposal recently publicized through the national press, that Negro workers engage in a one hour work-stoppage throughout the country, as an expression of their deep resentment against the treatment accorded Negro citizens in the State of Alabama, and particularly, in Montgomery.
>
> "We unreservedly reject that proposal, for it is our consensus that a work-stoppage would not produce the results claimed for it by its proponents. Indeed, we feel the strong possibilities to be that such a work-stoppage being not only impractical, but also un-economic, would further complicate the already grave and seriously complicated situation.

We propose instead that any workers in sympathy with the struggle of Negroes for the full benefits of equal citizenship, should contribute no matter what their race, the equivalent of their wages for one hour to the Montgomery (Alabama) Improvement Association, which is the Negro leadership organization involved."

It was voted that this action be concurred by the Board of Directors of the Atlanta Urban League.

The meeting was adjourned.

Respectfully submitted,

A. T. Walden, Chairman

(Mrs.) G. T. Hamilton
Executive Secretary

October 16, 1956

Mrs. Grace Towns Hamilton
Atlanta Urban League
239 Auburn Avenue, N. E.
Atlanta, Georgia

Dear Grace:

I had a letter from a nice lady, Mrs. Bill King, otherwise Mabel W. King, in Orlando, Florida. "If you have an opportunity to see Mrs. Grace Townes Hamilton, please remember me to her. I knew her some 15 years ago in the YWCA."

You made a convert out of Mrs. King, and she is doing many good things.

Sincerely,

George S. Mitchell
Executive Director

GSM/eab

NATIONAL URBAN LEAGUE, Inc.

FOR EQUAL ECONOMIC OPPORTUNITY

250 AUBURN AVENUE, N.E. LAMAR 7262 ATLANTA 3, GEORGIA

LESTER B. GRANGER
Executive Director

Southern Field Division
HARRY L. ALSTON, *Director*
M. T. PURYEAR, *Industrial Field Sec'y*

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COMMERCE AND INDUSTRY COUNCIL
Chairman
Winthrop Rockefeller
Co-Chairman
Ralph L. Mason

TRADE UNION COMMITTEE
Chairman
Thomas G. Young

October 26, 1956

Mr. John C. Constable
Southern Regional Council
63 Auburn Avenue, N. E.
Atlanta 3, Georgia

Dear Mr. Constable:

Enclosed you will find a copy of the article which you referred to during our telephone conversation.

If possible, I would appreciate your sharing with me a copy of the articles written by Mr. Bob Brown, Editor of the Columbus Ledger. Also, I would like to have copies of the stories that he releases on the material which I am sending you, and any other articles which you think I might be interested in seeing.

Sincerely yours,

H. L. Alston

Harry L. Alston, Director
Southern Field Division

HLA/m
Encl: 1

Affiliated With National Social Welfare Assembly, National Conference of Social Welfare.

NATIONAL URBAN LEAGUE, Inc.

FOR EQUAL ECONOMIC OPPORTUNITY

250 AUBURN AVENUE, N.E. LAMAR 7262 ATLANTA 3, GEORGIA

LESTER B. GRANGER
Executive Director

Southern Field Division
HARRY L. ALSTON, *Director*
M. T. PURYEAR, *Industrial Field Sec'y*

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Louis Simon
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Winthrop Rockefeller
Co-Chairman
Ralph L. Mason

TRADE UNION COMMITTEE
Chairman
Thomas G. Young

February 13, 1957

Mr. Harold Fleming
Executive Director
Southern Regional Council
63 Auburn Avenue, N. E.
Atlanta 3, Georgia

Dear Mr. Fleming:

This is to acknowledge receipt of your special report, "The South and the Supreme Court's School Decision".

I am indeed grateful for the report. It certainly pulled together the important reaction to the Supreme Court's decision in a very concise manner.

Thanks for including me on your mailing list for this release.

Sincerely yours,

H. L. Alston

Harry L. Alston, Director
Southern Field Division

HLA/m

May 1, 1957

Mrs. G. T. Hamilton
Executive Director
The Atlanta Urban League
239 Auburn Avenue, N. E.
Atlanta, Georgia

Dear Grace:

Thank you for your letter of April 24th inviting me to become an Associate Member of the Board of the Atlanta Urban League.

I needn't tell you how highly I regard the work that the League is doing, and I shall be glad to make whatever contribution I can as an Associate Member.

Sincerely,

Harold C. Fleming
Executive Director

HCF/eab

THE ATLANTA URBAN LEAGUE

FOR SOCIAL SERVICE AMONG NEGROES

239 AUBURN AVENUE ATLANTA, GA.

TELEPHONE WALNUT 2355

April 24, 1957

Dear Harold:

The Atlanta Urban League tries to maintain a relationship with certain organizations whose purposes and programs are related to those of the League through "Associate Board Membership" by executive staff members of such organizations.

At a recent meeting of the Board of Directors of the Atlanta Urban League, it was unanimously voted, upon recommendation of the Nominating Committee, that you be invited to become an "Associate Member" of its Board. (Associate Directors have all the privileges of other Directors, including the vote, but it is understood that their other responsibilities may prevent regular board attendance). We covet your personal contribution and hope that the relationship may be mutually beneficial.

We enclose for your information our most recent summary of program efforts and a list of our present Board, and hope that we may have your acceptance as soon as it is convenient for you to give it.

The annual public meeting of the Atlanta Urban League will be held on May 14, and we hope at that time to be able to announce the total Board membership for the coming year. I would be grateful if you will let us hear from you by May 6.

With all personal good wishes,

Sincerely yours,

Gene

(Mrs.) G. T. Hamilton
Executive Director

Mr. Harold Fleming
Executive Director
Southern Regional Council
63 Auburn Avenue, N. E.
Atlanta, Georgia

GTH:mm

THE ATLANTA URBAN LEAGUE

BOARD OF DIRECTORS

1956

Abram, Morris B.
1504 Healey Building

Blayton, J. B.
239 Auburn Avenue, N. E.

Bullard, Miss Helen
Whitehead Building

Cannon, W. S. Sr.
859½ Hunter Street, N. W.

Clement, Dr. R. E.
Atlanta University

*Cousins, R. L.
State Office Building

Curry, Mrs. T. L.
Spelman College

Gershon, Mrs. Harry M.
1590 Harvard Road, N. E.

Hackney, Dr. R. C.
239 Auburn Avenue, N. E.

Hammer, Philip G.
70 Fairlie Street, N. W.

Henderson, J. R.
1041 Kerry Boulevard, N. W.

Jett, A. V.
9½ Ashby Street, N. W.

Foster, Mrs. Guthrie
210 North Avenue, N. W.

*Kahn, Edward M.
41 Exchange Place, S. E.

Kaler, Atty. Irving
1405 Fulton National Bank Building

McClatchey, Marvin, Jr.
1581 Huber Street, N. W.

McMains, Rev. Harrison
Christian Council - 167 Walton St.,NW

Milton, L. D.
212 Auburn Avenue, N. E.

Paschall, Walter
WSB-Biltmore Hotel

Richardson, Dr. H. V.
Gammon Theological Seminary

Shulhafer, P. E.
245 Highland Avenue, N. E.

Thomas, Mrs. W. C.
Spelman College

Walden, Atty. A. T.
28 Butler Street, N. E.

Wilson, Mrs. J. R., Jr.
1487 Mozley Drive, S. W.

Yates, Mrs. M. M.
300 Roy Street, S. W.

#Davis, Mrs. Mayme B.
100 Bell Street, S. E.

*Associate Members
#Representative - Atlanta Urban League Guild

September, 1956

The Atlanta Urban League is a pioneer agency for PREVENTIVE SOCIAL WORK. Its entire program is the *discovery*, the *correction*, the *prevention* of conditions out of which racial tensions and social disorganization arise.

As far back as 1920, thoughtful *Atlanta* citizens realized that the best way to solve many of our problems was to prevent their becoming problems. So . . . the Atlanta Urban League was born. Let's look at a few of the accomplishments.

THRU THE YEARS

1920 The Atlanta Urban League was organized and chartered.

1921 A staff member was appointed to the Board of Directors of the International Big Brothers Federation.

1922 "Banking Scouts", organized to encourage thrift in the public schools for Negro children, deposited $3,500.00 in city banks.

1923 A free training program and placement bureau for Negro workers was operated.

1924 Atlanta Community Fund was organized and the Atlanta Urban League was accepted as a charter member.

1925 Assisted in securing Negro matrons at police court.

1926 Established the first maternal and baby clinic for Negroes with the cooperation of the city and state health departments and the Georgia Division of the U. S. Children's Bureau.

1927 Cooperated in successful efforts to continue six night schools for Negroes.

1928 Field work training for students of Atlanta School of Social Work was begun.

1929 Began efforts to secure development of additional park and recreation areas for Negroes.

1930 Cooperated in making a survey of colored blind in Atlanta for the Georgia Association of Workers for the Blind.

1931 Established a working relationship with the local office of the U. S. Department of Labor for clearance problems affecting Negro workers.

1932 Conducted training courses to increase efficiency and to raise the working and living standards of Negro employed and unemployed workers.

1933 Efforts made to insure Negro participation in benefits of legislation.

1934 Neighborhood club program extended.

1935 Conducted classes for illiterates under FERA program.

1936 Cooperated in the adjustment of problems of the Negro community caused by the tornado disaster in Gainesville.

1937 Organized Atlanta Vocational Guidance Council and conducted programs of interpretation on Social Security Act.

1938 Directed study of Negro unemployment.

1939 Cooperated in securing enforcement of regulation guaranteeing employment of Negroes as 20 percent of the skilled workers in the U. S. Public Housing Program.

1940 Conference held by Negro and white ministers to consider improvement of race relations in Atlanta through the churches.

1941 Concentrated work to adjust grievances of Negro workers at the War Department's Atlanta General Depot.

1942 Organized Council for Defense Training which resulted in Washington High Aircraft School — the first aircraft training unit for Negroes in the South.

1943 Conducted programs of interpretation to Negroes of War-time programs of manpower utilization, price control and rationing. Cooperative efforts resulted in employment by the Bell Aircraft Company of a Negro employment interviewer, personnel counselor and three Negro nurses.

1944 Report of Public School Faciilities for Negroes published.

1945 Citizens Committee on Public Education organized and its program started.

1946 School bond program voted with equitable share for Negro school improvements.

1947 Report on Hospital Care of the Negro Population of Atlanta, published.

Proposed Areas for Expansion of Negro Housing in Atlanta published.

1948 Four Negro land owners agree to develop Fair Haven Subdivision, in the *Number One* expansion area, with the Atlanta Urban League as sponsor.

Veterans Housing Cooperative, organized to develop Urban Villa.

1949 Fulton-DeKalb Hospital Authority announces plans for new Negro hospital.

First Fair Haven homes sold.

1950 Highpoint Apartments developed in *second* expansion area—990 public housing units proposed in the same area.

1951 Trustee Board for Spalding Pavilion appointed by the Hospital Authority.

Atlanta Urban League initiates "Red Feather Tours."

1952 Red Feather "Come and See" Tours produce largest number of Chest Campaign Workers—Negro Division exceeds largest goal.

Hughes Spalding Pavilion of Grady Memorial Hospital opens for service.

1953 Carver Community Opens 990 Public Housing Units — further developing *Number Two* expansion area.

1954 Neighborhood Union Health Center opens new building. Culminates Atlanta Urban League's efforts to establish comprehensive health service, staffed by Negro personnel, convenient to residential areas.

1955 Perry Homes Opens — introducing 1,000 families to Expansion area *Number Three*. Alley Clearance Program results in relocation of slum dwellers in improved housing.

Program for medical development of visiting staff of Hughes Spalding initiated. Weekly seminars on medical and nursing care offered to all professional nurses of community at Spalding Pavilion.

1956 Urban League Council of Neighborhood Organizations unites efforts of 34 groups in program of civic education and neighborhood improvement.

Responsibility continued for one third of Negro Division's Community Chest goal through House-to-House Division.

252 new single family homes built in 1956—assisted by Atlanta Urban League.

WHAT YOU CAN DO TO ADD ANOTHER OUNCE

Prevention is our Business

The Atlanta Urban League is an agency whose primary function is PREVENTION. Its function is "putting out the fire before it starts". Its work in housing, education and health has won editorial praise from Atlanta's daily papers.

Day by day the League works for community planning and the development of community resources. Its record is an impressive one, its service unique.

The work of one year cannot be separated from that of the years before nor from that of the years to come. The need of preventive social work continues.

Much has been accomplished through the years! So much remains to be done! Won't you invest in your "ounce of prevention" in the welfare of your town and county?

Many people will give to disaster funds, to dramatic situations that require immediate attention.

Only the thoughtful, the deeply concerned, the people of innate good will, give to prevent disaster.

Won't you send your contribution today?

THE ATLANTA URBAN LEAGUE
239 Auburn Avenue, N. E.
Atlanta 3, Georgia

Basic Contribution	$ 1
Contributing Sponsor	$ 5
Supporting Sponsor	$10
Sustaining Sponsor	$25

Contributions made to the Atlanta Urban League may be deducted for income tax purposes.

36 ounces of prevention

RECEIVED MAY 14 1957

THE ATLANTA URBAN LEAGUE

FOR SOCIAL SERVICE AMONG NEGROES

239 AUBURN AVENUE ATLANTA, GA.

TELEPHONE WALNUT 2355

May 13, 1957

Dear Mr. Fleming:

Thank you for your letter of May 1, accepting membership on the Board of Directors of the Atlanta Urban League. We shall look forward to your cooperation and support in determining the agency's program in the months ahead. Your election to the Board will be confirmed at the Annual Meeting on Sunday, May 19. We hope that you will be present. Notices of the Board of Directors meetings following the Annual Meeting will come to you.

With grateful appreciation for your support, I am

Yours sincerely,

(Mrs.) G. T. Hamilton
Executive Director

Mr. Harold Fleming, Executive Director
Southern Regional Council
63 Auburn Avenue, N. E.
Atlanta, Georgia

GTH:mm

Circulate

AN INVITATION TO THE THIRTY-SEVENTH ANNUAL MEETING OF THE ATLANTA URBAN LEAGUE

GUEST SPEAKER

CHARLES F. PALMER

Author of "*Adventures of a Slum Fighter,*"

Director of first Federal Slum Clearance Project in the United States.—(Techwood Project: Atlanta, Georgia)

Defense Housing Coordinator and Special Assistant to President Roosevelt.

President of Palmer, Incorporated.

Subject: *"The Big Job Ahead for All of Us"*

The Atlanta Urban League

invites you and your friends to attend its

THIRTY-SEVENTH ANNUAL MEETING

SUNDAY, MAY 19, 1957, 3:30 P. M.

DEAN SAGE AUDITORIUM—ATLANTA UNIVERSITY

Atlanta University Quadrangle,

(Enter from Chestnut St., near Greensferry)

Atlanta, Georgia

EV

NATIONAL URBAN LEAGUE, Inc.

FOR EQUAL ECONOMIC OPPORTUNITY

250 AUBURN AVENUE, N.E., ATLANTA 3, GEORGIA — JAckson 4-7262

SOUTHERN FIELD DIVISION

THEODORE W. KHEEL, *President*
JOSEPH J. MORROW, *Senior Vice-President*
LESTER B. GRANGER, *Executive Director*
LOUIS J. GLICKMAN, *Vice-President*
BEULAH T. WHITBY, *Vice-President*
THOMAS G. YOUNG, *Vice-President*
MOLLIE MOON, *Secretary*
BURNS W. ROPER, *Treasurer*

HARRY L. ALSTON, *Director*
M. T. PURYEAR, *Field Secretary*

May 20, 1957

Mr. Harold Fleming
Executive Director
Southern Regional Council
63 Auburn Avenue, NE
Atlanta 3, Georgia

Dear Harold:

Enclosed you will find a copy of the schedule drawn up by the Industrial Relations Department.

As indicated during our telephone conversation, the items listed in the schedule were based on the type of information desired by the industries who are interested in moving South. We hope we can give a complete report on the cities listed below:

Charlotte, North Carolina
Charlottesville, Virginia
Durham, North Carolina
Fayetteville, Arkansas
Knoxville, Tennessee
Lynchburg, Virginia.

I realize that your agency is swamped with work--just as we are. However, any assistance that you can give to expedite completing this report at an early date will be appreciated.

Sincerely yours,

Alston

Harry L. Alston, Director
Southern Field Division

HLA/m
Encl: 1

BOARD OF TRUSTEES: *Regina M. Andrews — George O. Butler — May E. Chinn — Robert W. Dowling — Mrs. F. B. Farquharson — Lloyd K. Garrison Louis J. Glickman — Sylvan Gotshal — Mrs. Walter A. Hirsch — Frank S. Horne — Sophia Yarnall Jacobs — Theodore W. Kheel — H. B. Law Louis E. Martin — Ralph L. Mason — Howard H. McNeill — Loren Miller — Mollie Moon — Joseph J. Morrow — Cecil Newman — William H. Oliver Ira DeA. Reid — Winthrop Rockefeller — Mrs. Peter Rogatz — Burns W. Roper — Mrs. Samuel I. Rosenman — Louis Simon — John I. Snyder, Jr. Asa T. Spaulding — Henry Steeger — Roger L. Stevens — John S. Stillman — Mrs. Ronald Tree — J. Waties Waring — Beulah T. Whitby — Boyd L. Wilson Benjamin Wood — Richardson Wood — P. Bernard Young, Jr. — Thomas G. Young — Charles S. Zimmerman.*

Affiliated with National Social Welfare Assembly, National Conference of Social Welfare.

A COMMUNITY AUDIT

This schedule has been designed to secure certain basic information about your city. Will you kindly answer to the best of your ability the questions listed herein?

****

Name of City_____

I. Race Relations

A. How would you rate the present state of race relations in your city?

Excellent_____Good_____Fair_____Poor_____

B. Are White Citizens Councils, Ku Klux Klan or other pro-segregationist groups active in your city? Please supply us with as much information as you can.

C. Can you identify any constructive counter programs on the part of your community leaders?

II. Employment and Industrial Relations

A. Would you say that there is a high level of general employment in your city?

B. To what extent are Negroes employed in the major industries in your city?

C. How do you rate the practices and policies of Labor Unions in your city with respect to fair employment practices?

D. Are most unions integrated or segregated?

E. How do you rate the policies and practices of industrial management in your city on the utilization of Negroes in their work force?

F. In those plants and business establishments where Negro labor is utilized, how would you describe the work situation? Integrated___Segregated____

III. Education and Training

A. How would you evaluate your city's reaction to desegregation issue?

B. If there is any move toward integration of schools in your city, please evaluate present progress.

C. Have there been enacted laws or ordinances designed to defeat or delay compliance with the Supreme Court's decisions?

IV. Recreational and Cultural Opportunities

A. Will you evaluate the recreational and cultural facilities in your city?

B. To what extent are segregation laws applied to the use of major public and private facilities?

V. How adequate are the housing facilities for Negro - white families at the present time?

Would additional Negro and white families present a problem with regards to finding adequate housing facilities?

THE ATLANTA URBAN LEAGUE
FOR SOCIAL SERVICE AMONG NEGROES

239 AUBURN AVENUE . ATLANTA, GA.

TELEPHONE WALNUT 2355

May 31, 1957

MEMORANDUM:

To: Board of Directors - Atlanta Urban League

From: A. T. Walden, Chairman
G. T. Hamilton, Executive Director

Re: Meeting of the Board of Directors

: : : :

The Board of Directors of the Atlanta Urban League will hold its final meeting before adjournment for the summer months on Thursday, June 6, in the office of the League, 4:00 P. M.

The agenda will include:

1. Report on Chest-Atlanta Urban League Relationship
2. Recommendation upon Personnel
   a. Request for Educational Leave
   b. Staff Replacement "N.A.I.R.O. Interne"
3. Report of Nominating Committee and Election of Officers

We hope that all members of the Board will find it possible to be present for this important meeting.

File

AGENDA

Atlanta Urban League Board

June 6, 1957

Opening

Introduction of New Board Members

Minutes of Previous Meeting

Old Business:

Report of Atlanta Urban League-Chest Relationship
Messrs. Walden, Henderson, Shulhafer

New Business:

Action upon Recommendations Regarding Personnel-

Educational Leave

"N.A.I.R.O." Interne - Mrs. Hamilton

Appointment of Committee for Revision of the Constitution

Election of Officers and Report of Nominating Committee . . . . . Mr. Henderson

Presentation . . . . . Mr. Jett

The Atlanta Urban League

Budget Summary

January 1, 1957 - May 31, 1957

	Budget 5 Months	Actual 5 Months	Income Long	Income Short
INCOME:				
Community Chest	11,041.65	11,065.00	23.35	
GVERNMENT SUBSIDIES AND PAYMENTS				
Atlanta	416.65	1,000.00	583.35	
Fulton County	416.65	- 0 -		416.64
MEMBERSHIPS	732.50	634.50		98.00
TOTAL INCOME	12,607.45	12,699.50	606.70	514.65
TOTAL OPER. EXPENSE	12,607.45	11,972.76	634.69	
	-0-	726.74	1,241.39	514.65
			Under Spent	Over Spent
EXPENDITURES				
Salaries and Wages	9,660.80	9,660.50	.30	-0-
Institutional and Office	2.530.00	1,957.92	572.08	-0-
Educational	416.65	354.34	62.31	-0-
TOTAL EXPENDITURES	12,607.45	11,972.76	634.69	-0-

Suggested Revisions

in

CONSTITUTION AND BY-LAWS OF THE

ATLANTA URBAN LEAGUE

Portions underlined indicate suggested changes. Please study with copy of present constitution and by-laws.

CONSTITUTION
ATLANTA URBAN LEAGUE

ARTICLE I

Name

The name of this organization shall be THE ATLANTA URBAN LEAGUE.

ARTICLE II

The purposes of this organization are: (1) to encourage, assist and engage in any and all kinds of work for improving the industrial, economic, social and cultural conditions of and among Negroes; (2) to coordinate the activities and to cooperate with existing agencies and organizations for improving the industrial, economic, social and cultural conditions of and among Negroes; (3) to discover unmet community needs affecting Negroes, and to interest individuals and groups in undertaking to meet them; (4) to promote the improvement of interracial understanding and cooperation. This organization shall continue affiliation with the National Urban League.

Board of Directors

Section 1. The management of affairs of the organization shall be vested in a Board of Directors representing both races, and consisting of twenty-seven members of whom no less than nine shall be chosen from each race.

Section 2. Nine members of the Board of Directors shall be elected yearly at the Annual Meeting of the membership, and shall hold office for three years.

Section 3. The Board of Directors shall have the power to fill any vacancy occuring in the interim of Annual Meetings until next Annual Meeting.

Section 4. The budget of the organization shall be approved by the Board of Directors.

Section 5. The Board of Directors shall employ an executive secretary and approve the employment of such other staff members as may be necessary upon the recommendation of the League's Personnel Committee.

ARTICLE IV

Members

Any person may become a voting member who subscribes to the purpose and objectives of the Atlanta Urban League and who pays the membership fee of five dollars ($5.00).

ARTICLE V

Officers

The officers of the organization shall be a president, two vice-presidents, secretary, treasurer and assistant treasurer. The officers shall be elected at the Annual Meeting of the organization. They shall hold office for one year or until their successors have been elected and duly qualified. Officers may not serve in the same office for more than three consecutive terms.

ARTICLE VI

Nominations

There shall be a Nominating Committee of five members, two of whom shall be from the members of the Board, appointed by the president of the organization at least two months before the Annual Meeting. The Nominating Committee shall submit a slate of officers and members of the Board of Directors to be elected at the Annual Meeting.

Additional nominations for membership on the Board of Directors may also be made by petition of at least ten members, filed with the Executive Secretary at least one week before the Annual Meeting of the League. Elections shall take place immediately following the closing of nominations.

ARTICLE VII

Meetings

Section 1. The Annual Meeting of the organization shall be held in May of each year, or at such other time as the Board of Directors shall determine.

Section 2. Special meetings of the membership may be called at any time

by the Board of Directors. Special meetings may also be called upon the written request of ten members, the object of the meeting being incorporated in the notice to the members.

Notice of all meetings shall be sent to the membership in writing at least one week prior to the time of the meeting.

Section 3. At any regular or special meeting of the membership, a quorum shall consist of twenty-five members.

Section 4. The Board of Directors shall hold monthly meetings upon a regular day to be designated by the Board. At the discretion of the Board of Directors, meetings may be omitted during the months of July and August. Special meetings may be called by the president, upon request by five members of the Board of Directors. Notice of special meetings shall specify the object of the meeting and shall be mailed to the members of the Board at least one week prior to the time of the meeting.

Section 5. A quorum for the Board of Directors at any regular or special meeting shall consist of nine persons.

ARTICLE VIII

Committees

The president shall appoint an Executive Committee consisting of the officers and three members of the Board, and such other standing committees as are necessary to direct the various activities of the organization.

ARTICLE IX

By-Laws

The Board of Directors may adopt such by-laws as are not inconsistent with the constitution. The by-laws may be revised by act of the Board of Directors.

ARTICLE X

Amendments

Amendments to this constitution, when originating with the Board of

Directors, must first be considered and approved by the Board of Directors, after which notice of the proposed amendments shall be submitted in writing to the membership at least two weeks before the meeting at which the amendments are to be voted upon. Amendments must be approved by a two-thirds affirmative vote of those present at the meeting. Any member desiring to offer an amendment to the constitution shall send the same to the secretary of the board, who shall thereupon submit same to the Board of Directors for its consideration at its next meeting. The action of the Board with its recommendation shall then be submitted to a meeting of the entire membership for a final vote.

BY-LAWS

I. Ratification of Constitution: This constitution, upon approval by the Board of Directors, must be ratified by the membership at the first annual meeting following Board approval.

II. Election of Board: The Board of Directors provided for in this constitution shall be elected at the Annual Meeting to be held in May. At this meeting nine members shall be elected for one year, nine for two years and nine for three years.

III. Membership Fees: Membership shall be of the following classes:

$5.00 - Voting Membership

10.00 - Minimun Group Membership and
- Supporting Membership

25.00 - Sustaining Membership

Members of whatever class shall be entitled to the vote.

IV. Standing Committees: The League shall have the following Standing Committees whose duties shall be as stated herein. The chairman of each standing committee shall be a member of the Board.

1. Executive Committee:

In the interim between meetings of the Board of Directors, the Executive Committee - consisting of the officers and three members from the Board shall conduct the regular work of the League and shall perform such special duties as the Board of Directors may assign it.

2. Budget and Finance Committee:

The Budget and Finance Committee, appointed by the president, shall consist of the treasurer, the chairmen of the program planning and personnel committees and the vice presidents of the League. It shall be charged with the duty and responsibility of devising ways and means for financial support of the work of the League.

This committee shall recommend to the Board of Directors, such budget as it may deem adequate and sufficient for the obligations of the League's work, and shall have general supervision of the financial affairs of the League.

3. Personnel Committee:

The Personnel Committee, appointed by the president shall consist of five members. It shall develop a code of employment practices for the League. It shall recommend to the Board qualifications for employed personnel.

4. Program Planning Committee:

The Program Planning Committee, appointed by the president, shall consist of seven members. It shall regularly review the total program of the League as related to the social and economic conditions of the community, and shall recommend to the Board such developments or modifications of the program as seem advisable.

5. Departmental Committees:

Committees to advise with the employed staff in developing programs in each major department of the League shall be appointed by the president with the advice and consent of the Board. These committees shall consist of not less than three nor more than seven members of the League.

Revised: May, 1957

File

THE ATLANTA URBAN LEAGUE

FOR SOCIAL SERVICE AMONG NEGROES

239 AUBURN AVENUE ATLANTA, GA.

TELEPHONE JACKSON 1-2355

June 26, 1957

MEMORANDUM:

To: Board of Directors - The Atlanta Urban League

From: Grace T. Hamilton

: : : :

We know that you will want to have, immediately, copy of the press release from the Atlanta Community Chest-Council in response to the resolution from the Georgia States Rights Council delivered to the Chest on Monday, June 24. The enclosed reprint from an article appearing in the Northside News, states the objectives of the group which included the attack upon the Atlanta Community Chest and the Atlanta Urban League.

You have probably seen the splendid editorial support given by the Atlanta Constitution, the Atlanta Journal and the Atlanta Daily World, to the Atlanta Urban League and to the Chest. We hope that board members will find a means of expressing their appreciation to the papers for their editorial position.

PRESS RELEASE

Community Chest-Council

for use IMMEDIATE RELEASE JUNE 24, 1957

FROM: Public Relations Department 167 WALTON STREET, N. W. ATLANTA 1, GA. JAckson 5-3481

The Community Chest has rejected a resolution of the States Rights Council demanding the ouster of the Atlanta Urban League, Chest President William C. Wardlaw, Jr. announced today.

Mr. Wardlaw said that the charges against the Atlanta Urban League had been made more than nine months ago and had been the subject of careful study by a Chest committee ever since.

"In the opinion of the Committee and of Chest officers and directors who represent more than fifty well-informed, community-minded citizens, the charges against the Atlanta Urban Leage are completely unfounded," Mr. Wardlaw said. He added that Chest leaders think the best interests of the community will be served by continuing the Atlanta Urban League as a Chest agency.

Mr. Wardlaw also released a question and answer statement which was prepared for use by campaign leaders in recruiting volunteers for the up-coming Community Chest campaign.

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QUESTIONS & ANSWERS
ABOUT THE ATLANTA URBAN LEAGUE
for COMMUNITY CHEST VOLUNTEERS

Question: Is the Atlanta Urban League one of the 42 health and welfare agencies benefitting from contributions to the Community Chest?

Answer: Yes. The Atlanta Urban League, founded in 1920, became a charter member of the Atlanta Community Fund in 1924 and has been a "Chest" agency ever since.

Question: Why is the Atlanta Urban League a Community Chest agency?

Answer: For 27 years, the Atlanta Urban League has worked efficiently and effectively to improve living conditions in the Negro community, promoting health and hospital services, vocational guidance programs, recreational facilities and better housing for Negroes. Its far-sighted Negro housing program has resulted in the building of 8,795 new housing units since 1946 in new and undeveloped residential areas. The housing program alone has helped to avoid racial tensions in the metropolitan area. The services provided by the Atlanta Urban League are essential to the welfare of the entire community and, therefore, are properly supported by the Community Chest.

Question: Are Community Chest officials aware of the charges that the Atlanta Urban League is directing its activities toward integration of the races in violation of Georgia law?

Answer: Yes. These charges have been carefully investigated by officers and directors of the Community Chest and by a study committee especially appointed for the task. No evidence was found to support any of the charges. On the contrary, the study committee, representing all segments of the community, recognized the Atlanta Urban League and its leadership as a major influence in maintaining good race relations in the Metropolitan Atlanta area.

Question: How does the Community Chest know how its member agencies use Chest funds?

Answer: All Community Chest agencies, including the Atlanta Urban League, are audited annually by a public accountant and submit detailed monthly statements of their income and expenditures.

(more)

Question: Does the National Urban League exercise any control over the Atlanta Urban League?

Answer: No. A volunteer board of directors, composed of local citizens, white and Negro, sets the Atlanta Urban League's programs and policies, which are entirely consistent with the customs, laws and traditions of Georgia. The Atlanta Urban League does not follow National Urban League policies and does not support the National Urban League financially.

Question: Is the Atlanta Urban League associated in any way with the National Association for the Advancement of Colored People?

Answer: No.

Question: How much did the Atlanta Urban League receive from Community Chest campaign funds in 1956?

Answer: $26,500...about one percent of the total contributed to the 42 Community Chest agencies.

Question: Does the Negro community contribute substantially to the Community Chest?

Answer: Yes. The Negro community has always contributed generously to the Community Chest. The amount they give is substantially more than the amount allocated to the Atlanta Urban League.

Question: Will the Atlanta Urban League be one of the 55 health and welfare agencies participating in the 1957 Community Chest campaign?

Answer: Yes. In the opinion of Community Chest officers, directors, committee members, major supporters and other citizens, services of the Atlanta Urban League, like those of other Chest agencies, are essential to the welfare of the entire community and deserve the continued understanding and support of all responsible citizens who are interested in keeping our community a good place to live.

The Community Chest
167 Walton Street NW
Atlanta, Georgia

States Rights' Forces Organize in Atlanta To Resist New Attack

This week's newest onslaught by the U. S. Supreme Court on State's Rights in the South has stiffened resistance from Northsiders and accelerated local-level organization of the State's Rights Council of Georgia.

Until this newest blast from the Supreme Court, along with signs that point to Congressional approval of a new law that would rob citizens of their Constitutionally-guaranteed rights to jury trials if they balk against racial intergration, there had been a steady but moderate response the last four weeks to the Georgia States Right's Council's efforts to strengthen its membership with local level organization.

The local-level organization was started in mid-May. The initial effort has been in DeKalb County, and one of these five new meetings was in Chamblee. Out of a meeting in Decatur Tuesday night, came news from the newly-organized DeKalb County States Rights Council that new members are flooding the secretarial forces.

So many are coming out of the North Side in Fulton County that another local council will be in the making from this North Side area within the next few weeks. Those flood gates were opened by the integrationists this last week.

Along with expressions of enthusiasm about the sudden skyrocketing of new memberships, came announcement at the meeting Tuesday night of the local level aims and purposes of the organization:

1) To organize at the street and block level within the Metropolitan area, an area-wide refusal of citizens to contribute to the three-county Community Chest Council fund unless Chest officials abandon their support of the Atlanta Urban League, a non-charitable organization, which is given annually a $24,000 cut in this money solicited from citizens for charitable purposes. That money, the local-level organization has proof, is used by the NAACP to hire lawyers who fight segregation in the South.

2) To insist that every political candidate who offers himself for election to any public office prove that he is unalterably opposed to intergration and will exercise the authority of any office he assumes to protect those who elect him from even a slight concession toward integration.

3) To oppose integration of the local Metropolitan Atlanta bus system, even if that takes a boycott of busses by the already-trampled white patrons.

4) To cooperate in the fullest with the Law Department of the State of Georgia and to indulge active legal resistance with no offerings of physical violence.

5) To keep all church members of the area advised of the need to resist any clergy or church lay leaders who suggest compromises of any sort in the community resistance.

Mrs. Ann Malmberg, secretary of the DeKalb Council and a resident of Chamblee, reports that she is flooded with new memberships.

"I have pages after pages of the names of new members," Mrs. Malmberg told The North Side News. She is busy day and night filling out the new membership cards.

At the Tuesday night meeting in DeKalb County, William L. Bodenhamer, executive director of the three-year-old States Rights Council of Georgia, whose offices are in the William Oliver building downtown, told of his organization's effectiveness in swinging apathetic citizens, political leaders, business leaders, and members of the clergy away from their beliefs that "integration is inevitable."

Compromise Is Possible

Speaker of the evening was R. A. (Cheney) Griffin, mayor of Bainbridge, and brother of Governor Marvin Griffin, of Georgia, who told his audience:

"As long as the people of Georgia don't want integration, they won't have integration. They don't want it in Bainbridge and I'm not going to let it happen there. If any United States marshal comes into my office to put me in a federal jail, he's going to find himself in a Bainbridge city jail."

Mr. Griffin was applauded when he told the crowd: "There's no middle of the road in this segregation fight. You can't be for segregation one day, feel uncertain another day, and be willing to make even the slightest concession on still another day. The only way to oppose integration is to be all-out against it."

He also drew applause when he urged that candidates before they are classed as acceptable for public office, be fully screened. "Make them look you in the eye when you question them and say yes, they're all out for segregation. Don't let any man maneuver himself even into the least important of public offices unless he has proved to your local council's investigators that he is unequivocally opposed to even the slightest compromise with those who are fighting for integration."

"I have no patience with those who say integration is inevitable," Mr. Griffin said. "There's no middle of the road. There's no inevitability to it unless the people fold up and let it come."

Everything To Be Legal

Stressed strongest at the meeting was that the local council would cooperate closely with the State Law Department and make no move that was not authorized as being within the council's legal rights. There will be no physical violence offered. "We can win by saying NO, firmly and squarely—that's all it takes," Mr. Griffin said.

Chairman of the meeting was William Carbine, president of the DeKalk Council.

The Georgia States Right Council is the organization that permitted U. S. Senator Talmadge to tell a TV heckler several months ago: "I have never used the term white supremacy in any of my utterances . . . We have no White Citizens Council in Georgia . . . We have a States Right Council that fights legally for the preservation of State's Rights."

The Community Chest

On the Community Chest issue, the State organization a year ago opposed the fund collection, "but", Chairman Carbine told his audience Tuesday night, "we started too late. This year we are starting early and we'll be organized. We cut the fund's collection by 17 per cent last year; this year, if the fund leaders insist on contributing to the Urban League, we'll organize our members down to the street and block level and by personal appeal fight the collection of the entire fund if that becomes necessary. We believe in supporting a charity drive but we do not believe in taking public gifts of this sort and having them used by Negro organizations to fight the South and Georgia and Atlanta in the United States Supreme Court."

Several hundred Atlantans, most of whom are Northsiders, have been active supporters of the statewide organization, contributing to the financial needs of the Bodenhamer group in its distributions of informative material. Now, Greater Atlanta is being organized locally as has been done throughout the state.

NATIONAL URBAN LEAGUE, Inc.

FOR EQUAL ECONOMIC OPPORTUNITY

250 AUBURN AVENUE, N.E., ATLANTA 3, GEORGIA — JAckson 4-7262

SOUTHERN FIELD DIVISION

THEODORE W. KHEEL, *President*
JOSEPH J. MORROW, *Senior Vice-President*
LESTER B. GRANGER, *Executive Director*
LOUIS J. GLICKMAN, *Vice-President*
BEULAH T. WHITBY, *Vice-President*
THOMAS G. YOUNG, *Vice-President*
MOLLIE MOON, *Secretary*
BURNS W. ROPER, *Treasurer*

HARRY L. ALSTON, *Director*
M. T. PURYEAR, *Field Secretary*

July 2, 1957

Mrs. Mildred Flowers
Secretary to the Executive Director
Southern Regional Council, Inc.
63 Auburn Avenue, N. E.
Atlanta 3, Georgia

Dear Mrs. Flowers:

This is to acknowledge receipt of and thank you for the three (3) thermofax copies each of The White Sentinel, February 1956 and March 1956 issues, which you were kind enough to prepare for me.

I want you to know that I do appreciate it very much.

With best wishes for your continued success, I am

Very truly yours,

Harry

Harry L. Alston, Director
Southern Field Division

HLA:MW

BOARD OF TRUSTEES: *Regina M. Andrews — George O. Butler — May E. Chinn — Robert W. Dowling — Mrs. F. B. Farquharson — Lloyd K. Garrison Louis J. Glickman — Sylvan Gotshal — Mrs. Walter A. Hirsch — Frank S. Horne — Sophia Yarnall Jacobs — Theodore W. Kheel — H. B. Law Louis E. Martin — Ralph L. Mason — Howard H. McNeill — Loren Miller — Mollie Moon — Joseph J. Morrow — Cecil Newman — William H. Oliver Ira DeA. Reid — Winthrop Rockefeller — Mrs. Peter Rogatz — Burns W. Roper — Mrs. Samuel I. Rosenman — Louis Simon — John I. Snyder, Jr. Asa T. Spaulding — Henry Steeger — Roger L. Stevens — John S. Stillman — Mrs. Ronald Tree — J. Waties Waring — Beulah T. Whitby — Boyd L. Wilson Benjamin Wood — Richardson Wood — P. Bernard Young, Jr. — Thomas G. Young — Charles S. Zimmerman.*

Affiliated with National Social Welfare Assembly, National Conference of Social Welfare.

490

June 24, 1957

Mr. Harry L. Alston
Executive Director
Southern Field Division
National Urban League
250 Auburn Avenue, N. E.
Atlanta, Georgia

Dear Mr. Alston:

Upon your request of this date, I am enclosing three (3) thermofax copies each of The White Sentinel, February 1956 and March 1956 issues. You will note that only pages that deal with the Urban League of the February issue have been sent to you.

If we may be of further assistance to you, please feel free to call on us.

Sincerely,

(Mrs.) Mildred Flowers
Secretary to the Executive Director

MF

Enclosures - The White Sentinel

File Atlanta Urban League

DELIVERED AUG 14 1957

COPY

FOR YOUR INFORMATION
(8/12/57)

THE COMMUNITY CHEST-COUNCIL
Metropolitan Atlanta Community Services, Inc.
167 Walton Street, N. W., P. O. Box 1038, Atlanta, Georgia Phone Jackson 5-3481

9 August 1957

Mr. William T. Bodenhamer
Executive Director
States' Rights Council of Georgia, Inc.
William Oliver Building
Atlanta 3, Georgia

Dear Mr. Bodenhamer:

I have your letter of July 30, 1957, with the enclosed copy of an excerp from the minutes of the July 10, 1957, meeting of the Executive Committee of the States' Rights Council of Georgia, Inc.

Since then, on our July 31 tour of Negro residential neighborhoods, we discussed further the activities of the Atlanta Urban League and, at your suggestion, I am writing this letter, with copies to officers and members of the Executive Committee of the States' Rights Council, to be sure that everyone concerned has full and accurate information.

The minutes of your July 10th meeting indicate that your group will renew its demands that the Atlanta Urban League be dropped as a recipient of Chest funds. One reason given is that the League "is not a charitable organization...".

Although many of the activities of Chest agencies are of a charitable nature, the primary function of all Chest agencies is one of community service, and not charity.

The by-laws of the Metropolitan Atlanta Community Services, Inc., Article III, Section 2, concerning membership applications of public and private operating agencies, read as follows:

> "The agency itself, or one of its major departments, must perform a service needed in the community of a preventive, remedial, or educational nature in the field of health and welfare...".

The Atlanta Urban League is well-qualified as a Chest agency under this and other membership criteria in the by-laws.

I am afraid also that we have not made clear the fact that the Atlanta Urban League operates completely apart from the National Urban League. It operates in full compliance with local customs, traditions and laws and the membership requirements of the Community Chest -- as do the Boy Scouts, the YMCA and other Chest agencies.

We have received a statement from Ernst & Ernst, nationally known certified public accountants, which I quote as follows:

> "We have made an examination of the financial statements of Atlanta Urban League for the period of eighteen months ended June 30, 1957. Our examination, which was made in accordance with generally accepted auditing standards, disclosed no evidence that any of the funds received by the Atlanta Urban League from any source had been paid or contributed to either the National Urban League or the National Association for the Advancement of Colored People."

As you requested, I am enclosing with all copies of this letter a question-and-answer report on the work of the Atlanta Urban League and its role in furthering good race relations in Atlanta.

The report is the result of a thorough study conducted by a committee composed of a large number of our leading citizens, representing a wide variety of opinion. I am sure you appreciate that the efforts of these citizens were motivated solely by their desire to promote the best interests of the community and the 57 agencies (of which the Atlanta Urban League is one) who depend on the Community Chest for financial aid and whose services are essential to the health and welfare of all the people in the community.

I am enclosing lists of the members of the Community Chest Steering Board, Board of Directors and Planning Division Steering Board -- all of whom approved the special committee report and recommendation that the Atlanta Urban League be continued as a recipient of Chest aid.

I sincerely hope that this letter and its attachments will clear up any remaining misunderstanding that might exist in your mind and the minds of your officers and committee members.

Foremost in all our minds, certainly, is the necessity for conducting a successful Community Chest Campaign to provide help wherever help is needed in our community.

Sincerely,

/s/ W. C. Wardlaw, Jr.

William C. Wardlaw, Jr.
President

WCW,jr:bml

Enclosures

4/15/57

1957
PLANNING DIVISION STEERING BOARD

A. H. Sterne, Chairman	Trust Co. of Ga. (3)	JA1-1671
Robert Sams, V.Chairman	1607 Wm. Oliver Bldg. (3)	JA2-7480
Neal Baird	William-Oliver Bldg.. (3)	JA4-7946
Inman Brandon (Ex-o)	410 Tr. Co. of Ga. Bldg. (3)	JA2-3563
Mrs. Malcolm Bryan	10 Sixteenth St., N. E. (9)	TR6-7225
Dr. Napier Burson	1083 W. Peachtree, N. E.	TR4-3310
Wellborn Ellis, Admin.	Ful,DPW,165 Central Ave.,S.W. (3)	MU8-3215
Thomas Flagler, Jr.	305 Techwood Dr., N.W. (13)	JA2-3648
O. B . Gorman, Exec. Sec.	Boy Scouts, 167 Walton St.,NW (3)	JA3-7805
Dr. Haywood Hill	46 Fifth Street, NE (8)	TR4-4457
Miss Loraine Jenrich,Ex.Dir.	FSS,893 Piedmont Ave.,N.E. (9)	TR2-8857
Mrs. Joseph Read	3970 Vermont Rd., NE (19)	CE3-3232
Al Richardson	Life of Ga., 573 Peachtree NE	TR5-7521
James O'H Sanders	67 Blackland Rd., NW (5)	CE3-2530
Dr. Norman Shands	1040 Gordon St.,SW	PL5-6665
William B. Stubbs	J. B. Campbell Foundation Trust Company of Ga. Bldg. (3)	MU8-0754
William Wardlaw, Jr.	700 Tr. Co. of Ga. Bldg. (3)	JA3-7536
C. R. Yates	228 Auburn Avenue, N.E. (3)	JA1-1401

OBSERVERS:

John Robert Fowler	110 Atlanta St., Marietta, Ga.	9-0433
Percy Hearle	WAGA-TV-1018 W.P'tree	TR2-3553
Mary Leila Honiker (Dekalb)	122 Woodlawn Ave., Decatur	DR7-2964
Beth Herzog	MACS	
Dr. Robert Jordan	384 Peachtree NE	JA3-7743
Rev. Harry Mitcham (BASS)	1015 Edgewood Ave., N.E	JA2-9322

5/27/57

1957
CHEST DIVISION STEERING BOARD

JOSEPH K. HEYMAN, Chairman of Steering Board and Vice Chairman of Board of Directors		JA2-4636
* Henry Bowden	1103 C & S National Bank	JA3-1567
W. V. Crowley	Fulton National Bank 55 Marietta Street, N. W.	JA3-7511
R. H. Dobbs, Jr.	Life Ins. Co. of Georgia 573 Peachtree NE	TR5-7521
Henry C. Dorsey	Ford Motor Company 340 S. Central Ave., Hapeville	PO1-5431
Edgar J. Forio	The Coca-Cola Co 310 North Avenue	TR5-3411
* M. E. Grant	Plantation Pipe Lines 161 Spring Street Bldg.	JA3-4621
Wm. S. Wood	Trust Company of Georgia 36 Edgewood Ave., N.E.	JA1-1671
Chas. H. Jagels	Davison-Paxon Company 180 Peachtree, N.W.	JA2-7612
* A. Carl Kotchian	Lockheed Aircraft Corporation Marietta, Ga	JA3-1411
Mills B. Lane, Jr.	C & S National Bank Marietta at Broad	JA5-3811
James C. Malone	Retail Credit Company 1600 Peachtree St.,N.W	TR5-8321
Virgil W. Milton	Sears, Roebuck & Co 675 Ponce De Leon Ave., NE	Tr5-8211
J. J. McDonough	Georgia Power Company 52 Fairlie , N.W.	Ja2-6121
Richard H. Rich	Rich's, Inc., 45 Broad St.,SW	JA2-4636
Edward D. Smith	First National Bank First National Bank Building	JA5-6671
Rock G. Taber	Atlanta Gas Light Co. 243 Peachtree, NE	JA2-8051
* Jack Tarver	Atlanta Newspapers, Inc. 10 Forsyth Building	JA2-5050
Fred J. Turner	Sou. Bell Tel & Tel. Co,, Hurt Building	MU5-8600
* William C. Wardlaw, Jr.	700 Trust Company of Georgia	JA3-7536

* EX-OFFICIO

December 1956

BOARD OF DIRECTORS
METROPOLITAN ATLANTA COMMUNITY SERVICES, INC.

Term Expiring 1957

Judge Luther Alverson	Co. Criminal Court, 218 Co.Court House	JA2-5310
J. D. Harris	The Warren Co., 905 Memorial Dr.,SE	MU8-1601
Donald Hastings, Sr.	H. G. Hasting Co. 434 Marietta St.,NW	JA2-9464
G. Arthur Howell, Jr.	401 Haas Howell Bldg.	JA2-2508
Gordon Jones	Fulton National Bank	JA3-7511
Dr. A.H. Letton	207 Doctors Building	MU8-1918
Jack J. McDonough	Georgia Power Co, 52 Fairlie St.,NW	JA2-6121
Virgil W. Milton	Sears Roebuck & Co,675 PoncedeLeon	TR5-8211
William W. Neal	Liller Neal & Battle, Walton Bldg	JA4-8032
Robert S. Sams	1607 Willian Oliver Bldg.	JA2-7480
Dan Sinkler	Eastern Airlines, 522 W. P'tree,NW	Tr5-8811
Edwin L. Sterne	Nall& Sterne, 1424 Healey Bldg.	JA4-8806
Robert L. Turner	1065 West Paces Ferry Road, N. W.	CE7-4608
Paul D. West	Fulton County Board of Education 165 Central Avenue, S. W.	JA2-5310
Bolan Glover	Glover Machine Works, Marietta	8-1414

TERM EXPIRING 1958

Dr. Eustace Allen	Rm. 607 - 384 Peachtree Street, NE	JA3-8235
Jim Cherry	DeKalb County Board of Education 430 McDonough Street - Decatur, Ga.	DR7-2663
George S. Craft	Trust Company of Georgia	JA1-1671
Henry C. Dorsey	Ford Motor Co., 340 S. Central Avenue Hapeville, Georgia	PO1-5431
Jack F. Glenn	C&S Bank, 35 Broad Street NW	JA5-3811
M. E. Grant	Plantation Pipe Line, 161 Spring St, NW	JA3-4621
Joseph K. Heyman	Rich's Inc., 45 Broad Street, SW	JA2-4636
Herman Jones	First National Bank	JA5-6671
James A. Mackay	Masonic Temple Building-Decatur,Ga.	Dr8-2541
Mrs. C. V. Minor	3116 East Pine Valley Road, NW	CE3-6621
Mrs. Joseph C. Read	3970 Vermont Road, NW	CE3-3232
John C. Staton	Coca-Cola Co., 310 North Avenue, NW	TR5-3411
Fred J. Turner	Sou.Bell Tel&Tel Company 1740 Hurt Building	MU5-8600
Robert F. Whitaker	403 Administration Building Emory University, Ga.	DR3-1621
Clayton R.Yates	Yates & Milton Pharmacy 228 Auburn Avenue, N.E.	JA1-1401

(continued)

Term Expiring 1959

Brunswick Bagdon	U. S. Bureau of Labor Statistics 50 Seventh Street, N. E.	Tr.6-3311
Henry Bowden	1103 C & S National Bank Building	JA3-1567
John C. Bradbury	1701 Hurt Building	MU8-8600
Mrs. Malcolm Bryan	10 Sixteenth Street, N. E.	TR5-7225
E. C. Hammond	Ga. Power Co.. 52 Fairlie Street .NW.	JA2-6121
Charles Jagels	Davison Paxon Company 180 Peachtree Street, N. W.	JA2-7612
A. Carl Kotchian	Lockheed Aircraft Corporation, Marietta	JA3-1411
Julius MCCurdy	537 N. McDonough, Decatur, Ga.	DR3-1612
Louis Regenstein	1045 Hurt Building	JA2-7420
Mrs. Roff Sims	149 Beverly Road, N. E. office home	DR3-2571 TR2-5978
Edward D. Smith	First National Bank	JA5-6671
Jack Spalding	Atlanta Newspapers, 10 Forsyth St. Building	JA2-5050
Randolph Thrower	1516 First National Bank Bldg.	JA4-6265
Edwin S. Walkley	Economy Auto Stores, 1130 Bankhead Avenue, NW	TR5-7071
Robert M. Wood	Sears Roebuck & Company 675 Ponce de Leon , NE	TR5-8211

Ex-Officio Members

William C. Wardlaw, Jr.	700 Trust Company of Georgia Bldg	JA3-7536
A. H. Sterne, Jr.	Trust Company of Georgia	JA1-1671
Inman Brandon	410 Trust Company of Georgia Bldg.	JA2-3536
George Goodwin	First National Bank	JA5-6671

Officers

President - William C. Wardlaw, Jr.
Vice President of Chest Division - Joseph K. Heyman
Vice President of Planning Division - A. H. Sterne, Jr.
Vice President of Budget Department - Inman Brandon
Vice President of Public Relations Department - George Goodwin
Treasurer - George S. Craft
Assistant Treasurer - Virgil W. Milton

THE ATLANTA URBAN LEAGUE

Over Thirty-Five Years of Preventive Social Service

JACKSON 1-2355 • 239 AUBURN AVENUE, N. E. • ATLANTA 3, GEORGIA

September 26, 1957

MEMORANDUM:

To: Members of the Board of Directors

From: J. B. Blayton, Sr., Chairman

(Mrs.) G. T. Hamilton, Executive Director

Re: Meeting of the Board of Directors

: : : : :

The Board of Directors of the Atlanta Urban League will hold its first meeting of the fall on Thursday, October 3, at 3:30 o'clock in the office of the League. The agenda will include reports of developments during the summer with regard to program and relationships.

We hope that you will plan to be with us.

October 3, 1957

MINUTES: Board of Directors, Atlanta Urban League

PRESENT: Miss Bullard, Mr. Blayton, Mrs. Curry, Mrs. Davis, Mrs. Foster, Mrs. Gershon, Mr. Henderson, Mr. Hill, Mr. Paschall, Mr. Sanders, Mr. Shulhafer and Mrs. Thomas

STAFF: Mrs. Hamilton, Mr. Thompson, Mrs. Brisbane and Mrs. Mickens

ABSENT: Mr. Abram, Mr. Cannon, Dr. Clement, Mr. Cousins, Mr. Fleming, Mr. Hammer, Mr. Jett, Mr. Kahn, Mr. McClatchey, Rev. McMains, Mr. Milton, Dr. Richardson, Mr. Walden, Mrs. Wilson and Mrs. Yates

: : : :

The regular meeting of the Board of Directors of the Atlanta Urban League was held in the League office at 3:30 p. m., Thursday, October 3, 1957. Mr. J. B. Blayton, Chairman, presided. The meeting was opened with prayer and the Minutes of the June 6, meeting were adopted.

The agenda and actions taken by the Board were as follows:

LEAGUE-CHEST RELATIONSHIPS: Mrs. Hamilton reported on developments during the summer which involved a series of conferences and housing tours with Chest staff and officials, the purpose being to increase the understanding by all persons involved in the Chest activity, with the purpose and program of the Atlanta Urban League. The $2,500.00 grant from the Fund for the Republic to assist in the Urban League's training program became known to Chest officials after a special audit was made, at the request of the Atlanta Urban League, by Ernest and Ernest. Chest officials felt that the money should be returned to the Fund.

Action taken by the Executive Committee of the Atlanta Urban League on July 23, 1957, resulted in the return of $2,500.00 to the Fund for the Republic. Question about the real reason for the Chest's anxiety regarding the money was asked. The Chairman stated that in his opinion, it was the belief of officers of the Chest, that the Fund for the Republic supports efforts in behalf of integration throughout the United States. It was the general feeling that the return of the grant increases the Chest's responsibility to the Atlanta Urban League.

HOUSING AND REDEVELOPMENT: Mr. Thompson reported that three of five areas have been approved for redevelopment. Two other areas are under consideration. Of the five areas, the Atlanta Urban League is responsible for three areas being in the plan. He stated there is dissatisfaction with the relocation office being placed in City Hall, the reasons being there is not enough space and the office should be outside City Hall. A more acceptable plan would be an office in each area with qualified Negro staff to deal with problems. Mr. Thompson felt a letter from this Board endorsing the idea of area offices would be helpful. The Board authorized drafting such a letter by the Atlanta Urban League staff. The Atlanta Urban League is now working on a new proposal to be presented to the Council of Presidents for the investment of endowment funds to make possible rental housing in the Atlanta University renewal area.

TEACHING PROGRAM AT SPALDING PAVILION: Mrs. Hamilton reported that the teaching program at Spalding Pavilion of Grady Hospital is nearer realization. Word is being awaited concerning accreditation by the Conference Committee on Graduate Training of this proposed program as part of the Grady Hospital teaching program. A memorandum pertaining to the program was distributed for Board use. (Copy attached for absent members).

CHEST CAMPAIGN: Mrs. Kathryn Brisbane reported that 49 Neighborhood Communities had been organized and at the September 29, Kick-Off Meeting, the House-to-House Division reported $2,238.00. The goal for this division this year is $18,500.00, but workers hope to raise $20,000.00.

MEMBERSHIP AND FINANCE: Mrs. Myrtle Mickens reported that the amount budgeted from membership this year is $1,758.00. To date, we have received $1,059.00. We are $440.00 short of the estimated amount from membership at this period. Although 60 new members and 10 Neighborhood Groups gave $371.00, 47 former members did not make contributions this year, making our net gain from new members only $89.00.

In the discussion which followed, it was suggested that a list of former members, not making contributions this year,be provided Board members who agreed to give whatever assistance possible toward reaching our goal. A list of present members will be available to Board members who wish to review it before approaching individuals to become members.

COMMITTEE PROPOSALS FOR COMMUNITY-WIDE SOCIAL SERVICE SURVEY: Mr. Sanders stated that the Planning Division of the Chest had been negotiating with a firm that makes social studies. Three representatives of the firm have been in Atlanta and conferences held with the Steering Board of the Chest. Another meeting was held to which all presidents and executive secretaries of the various agencies were invited. Matters considered at this meeting were: what the survey would consist of; what it would cost, and what the community would get from it. Such a study would serve the purpose of analyzing social needs and finding out the extent to which these needs are being met. Mrs. Hamilton added there was general support of the idea at the meeting and suggestion was made that as agency boards consider the plan, their points of view should be registered with the chairman of the Steering Board of the Planning Division. The Board voted that the proposal be endorsed in principle.

ACTION UPON NATIONAL URBAN LEAGUE PROPOSALS: Mrs. Hamilton summarized excerpts from memoranda from the National Urban League. (Copies were distributed). Excerpt No. 1 was entitled Church and Race Relations-Fund Appeal. Her recommendation - circumstances do not permit this in Atlanta. Excerpt No. 2 - Southern Human Resources Project; her recommendation - since this would not be helpful to the situation in which we find ourselves, the Atlanta Urban League would not find it possible to cooperate in the conference nor by providing lists of individuals for solicitation.

The Chairman stated that he shared the views of the Executive Secretary and asked the pleasure of the Board.

Mr. Paschall moved that the Board accept the Executive Secretary's recommendations. The motion was properly seconded and carried.

Mr. Shulhafer said since we did not complete the full membership of the Board he thought Mr. A. H. Sterne would be a good addition. Mr. Sanders thought Mr. Sterne's acceptance would be doubtful as long as he is on the Planning Committee, but he might accept later. Mr. Shulhafer was authorized to approach Mr. Sterne indirectly on the matter.

Other action taken by the Board:

The following committees were appointed:

Executive: to consist of all officers and two other board members. Members appointed - Dr. Rufus Clement and Mr. Philip Hammer

Constitution and By-laws Committee
Mr. Edward Kahn
Mrs. Margaret Curry
Mr. Morris Abram

A committee composed of Messrs. Cannon, Milton and Blayton was appointed to draft a letter to the City and County requesting contributions for 1958. It was decided that the second or third Thursday of each month at 3:30 o'clock would be acceptable for regular board meetings.

The meeting was adjourned.

Respectfully submitted,

Rebecca M. Gershon (Mrs. Harry M.)
Secretary

J. B. Blayton, Sr., Chairman

September 12, 1957

MEMORANDUM:

Re: GRADUATE AND POSTGRADUATE TRAINING PROGRAM FOR HUGHES SPALDING PAVILION OF GRADY HOSPITAL

From: (Mrs.) G. T. Hamilton, Member Advisory Board of Trustees

: : : : : :

A basic assumption underlying establishing of Hughes Spalding Pavilion was that the Pavilion, functioning as a unit of Grady Hospital, would provide a means toward the end of securing for Negroes graduate and postgraduate training opportunities in the tax-supported hospital and thereby contribute to improving the level of hospital and medical care available to the Negro citizens of the community.

The present plan to begin the teaching program is based upon this purpose, and provides practical steps through which this can be accomplished. A contract which has been approved by Emory University, the Hospital Authority, and Dr. Yancey specifies that, "Negro patients in the wards, out-patient and emergency clinics of Grady may be studied and treated by resident doctors of the Pavilion."

Securing an able director of the surgical teaching program has been dependent upon:

a) assurance that the program is fully accredited, and

b) assurance that financial support for the program is available.

The latter, is provided, for the time being, by a grant from the National Institutes of Health (making possible approximately $50,000.00 per year for five years) to the Hospital Authority for the program.

Accreditation is being sought for the program as an extention of an already approved four-year training program in Grady Hospital. This approach to accreditation is consistent with the basic purpose under which Spalding Pavilion was built and is operated by the Hospital Authority. It is also necessary because the size of the Pavilion, with its limited clinical material, precludes accreditation of a program in the Pavilion as a separate unit.

Emory officials propose that this first year of the program be limited to:

1. One fourth-year resident whose work shall be limited to Spalding Pavilion and to the ten service beds provided by the Hospital Authority in the Pavilion as specified in the contract.

2. Two "fellows" or "junior assistants" to the Chief of the Spalding Surgical program, supported by the National Institutes of Health Grant, whose work shall be limited to the Negro out-patient services of Grady, to the ten service beds in Spalding and to private patients in the surgical services of Spalding."

There is some merit in the point of view that a gradual initiation of the program involving Negro patients in the wards of Grady will assure acceptance" by the present participants on Grady's teaching program. However, the restrictions suggested above in the opportunities available to the trainees of the first year (the resident and two "fellows")violate the agreements in the contract which have been approved by all the bodies concerned. Such limitations will greatly increase the difficulty of securing able Negro participants with whom to begin the program. The limitations are also such as are likely to prevent the program from being accurately interpreted by the Committee on Graduate Training as an "extension of the approved Grady residency training program." The limitation also may be interpreted by the National Institute of Health and by the public as evidence of lack of good faith and intent. This would be likely to jeopardize continuance of the grant in successive years.

Although there may be some advantages in beginning the training program with a fourth-year resident as the first trainee, it is essential that the program be reviewed after six months operation in order to be able to assure its development and extension to the lower training years. It is necessary to know what level of training is to be included after the initial months, in order to recruit participants before commitments are made by men in training for the next medical year which begins the first of July.

A further reason for abiding scrupulously by the agreements already reached by Emory University, the Hospital Authority and Dr. Yancey and which are defined in the contract with Dr. Yancey, is the prospect for improving the quantity and quality of service for patients in the Negro surgical wards of Grady Hospital by virtue of the additional professional manpower afforded the Negro resident's and fellows work. It is therefore recommended that representatives of the Grady Surgical Service and the Emory University's Department of Surgery modify the suggested proposal for the first year's program to the extent that:

1. The initial resident and "fellows" be permitted access to the Grady Negro Surgical Wards for study and treatment, and

2. Similar access be permitted the "fellows" for the development of their program of study and research.

It is, of course, understood that the program of the resident and the "fellows" or junior men will be developed by Dr. Yancey with the full cooperation and support of the Chief of Surgery at Grady Hospital.

October 29, 1957

Mr. Harry L. Alston
Executive Director
Southern Field Division
National Urban League
250 Auburn Avenue, N. E.
Atlanta, Georgia

Dear Mr. Alston:

This comes to express our appreciation to you for coming to our group recently to share with us some of the aspects of your work. I am sure that all who took part in our informal discussion has gained a broader knowledge of the Urban League and its functions, its varied developments in major fields, and most of all we are more aware than ever of the importance of continued Urban League operation.

Again, many thanks.

Sincerely,

(Mrs.) Mildred Flowers
Secretary

MF

Southern Regional Council, Inc.
63 AUBURN AVENUE, N. E. ATLANTA 3, GEORGIA

October 22, 1957

TO: The Staff

RE: Secretarial Luncheon Forum

Tomorrow, Wednesday, Oct. 23rd, Mr. Harry L. Alston, Executive Director of the National Urban League (Southern Field Division) will speak to our luncheon group at 12:30. We are asking him to tell us a bit about the work of his organization and to give us some implications of recent developments in the field of social welfare as a result of the work of the Urban League.

RHA
JC
LEC
Good! HH
M.S.G.
MM

RECEIVED DEC - 5 1957

THE ATLANTA URBAN LEAGUE

Over Thirty-Five Years of Preventive Social Service

JACKSON 1-2355 • 239 AUBURN AVENUE, N. E. • ATLANTA 3, GEORGIA

December 4, 1957

MEMORANDUM:

TO: Members of Board of Directors

FROM: J. B. Blayton, Sr., Chairman
(Mrs.) G. T. Hamilton, Executive Director

: : : :

The Board of Directors of the Atlanta Urban League will meet on Thursday, December 12th at 3:30 o'clock in the office of the League. The program reports will include Developments in Housing and Urban Renewal, and a summary of the Community Chest Campaign.

We hope that you will plan to be present.

THE ATLANTA URBAN LEAGUE

Over Thirty-Five Years of Preventive Social Service

JAckson 1-2355 • 239 AUBURN AVENUE, N. E. • ATLANTA 3, GEORGIA

FOR YOUR INFORMATION:

January 2, 1958

MEMORANDUM:

TO: Board of Directors

FROM: Grace T. Hamilton

: : : :

On December 20, 1957 the Atlanta Urban League received a letter from Mr. Inman Brandon, Chairman, Budget Committee. The following paragraphs are excerpted:

"At its meeting the Board of Directors of Metropolitan Atlanta Community Services approved the budget for 1958 as recommended by the Budget Committee. Your agency's allocation for 1958 operating funds is $27,500.00. This allocation is made with the stipulation that no funds shall be paid as dues, or otherwise, to the National Urban League or any other organization, nor used for expenses in connection with any conference, convention or meeting of the National Urban League or any Urban League.

"Campaign results totaled $2,238,476, the largest amount ever raised for support of our Chest agencies, but $291,859 less than the total agency requests. After a careful study of each agency's budget allocations recommended by the Budget Committee totaled $57,529 more than was raised. The Board of Directors today voted to make this deficit available from reserve funds."

1958

BUDGET REQUEST

THE ATLANTA URBAN LEAGUE

OPERATING INCOME

OPERATING INCOME	Actual 12 Months Last Year	Actual Jany-Sept. 1957	Estimated Oct. - Dec. 1957	Approved Budget 1957	Estimated 12 Months 1958
A. COM. SERV. BUDGET	27,962.00	19,885.00	6,615.00	26,500.00	29,039.00
B. DONATIONS & GIFTS					
02 Gen'l Undesig.	165.80	6.24	-0-	-0-	2,400.00
TOTAL - B	165.80	6.24	-0-	-0-	2,400.00
C. GOV. SUBSIDIES & PAYMENTS					
15 Atlanta		1,000.00	-0-	1,000.00	
17 Fulton County			-0-	1,000.00	
TOTAL - C		1,000.00	-0-	2,000.00	
D. REVENUE					
35 Membership	956.36	1,059.50	340.50	1,758.00	1,758.00
TOTAL - D	956.36	1,059.50	340.50	1,758.00	1,758.00
F. TOTAL OPER. INCOME	29,084.16	21,950.74	6,955.50	30,258.00	33,197.00
Total Oper. Exp.	29,054.08	22,820.47	8,254.87	30,258.00	33,197.00
Tot. Op. Surplus-Deficit	30.08	(869.73)	(1,299.37)	-0-	-0-

OPERATING EXPENDITURES

A. SALARIES & WAGES					
01 Exec. & Assts.	6,000.00	4,500.00	1,500.00	6,000.00	6,500.00
04 Dept. & Field Secretaries	11,746.00	9,558.84	3,411.16	11,746.00	12,746.00
09 Cler. Workers	4,839.84	3,855.06	1,284.94	5,140.00	5,950.00
10 Janitor	300.00	225.00	75.00	300.00	330.00
TOTAL - A	22,885.84	18,138.90	6,271.10	23,186.00	25,526.00
B. INSTITUTIONAL AND OFFICE					
16 Rent	1,020.00	765.00	255.00	1,020.00	1,020.00
19 Minor Bld. Reps.	20.51	21.38	53.62	75.00	75.00
21 Minor Bld. Equipment Repairs		16.10	33.90	50.00	100.00
23 New Eq.-Replsmts.	200.00	101.78	98.22	200.00	300.00
25 Stationery-Off Supplies	925.18	989.87	10.13	1,000.00	1,500.00
27 Auto Upkeep	360.00	260.00	100.00	360.00	360.00
29 Transportation	6.60	19.85	10.15	30.00	60.00
31 Postage	172.08	238.04	157.96	396.00	396.00
33 Tele & Teleg	825.18	568.68	231.32	800.00	800.00
35 Insurance & Bond	180.40	129.34	70.66	200.00	200.00
37 Retire. Fund	1,860.87	1,070.34	679.66	1,941.00	1,660.00
TOTAL - B	5,570.82	4,180.38	1,700.62	6,072.00	6,471.00
C. EDUCATIONAL					
61 Confs & Convs.	150.00	134.53	165.47	300.00	450.00
63 Insts & Tr. Crs.					100.00
65 Nat'l & State Org. Dues	5.00		-0-	250.00	
69 Prod. & Exhibits	126.70	46.08	78.92	125.00	250.00
71 Literature	116.38	86.24	38.76	125.00	150.00
73 Program-Sup'ls	199.34	234.30	-0-	200.00	250.00
TOTAL - C	597.42	501.19	283.15	1,000.00	1,200.00
TOTAL EXPENDITURES FOR ALL PURPOSES	29,054.08	22,820.47	8,254.87	30,258.00	33,197.00

December 12, 1957

MINUTES: Board of Directors - Atlanta Urban League

PRESENT: Mrs. Foster, Mrs. Thomas, Mrs. Wilson and Mrs. Davis; Mr. Blayton Mr. Hammer, Mr. Hill, Rev. McMains, Mr. Paschall and Mr. Walden

STAFF: Mrs. Hamilton, Mrs. Brisbane, Mr. Thompson and Mrs. Mickens

: : : :

The regular meeting of the Board of Directors of the Atlanta Urban League was held in the office of the League at 3:30 o'clock on Thursday, December 12th. Mr. J. B. Blayton, Sr., Chairman, presided. Reverend McMains offered prayer and the Minutes of the October 3rd meeting were adopted.

OLD BUSINESS: Mrs. Hamilton reported that the Community Chest Budget onference was held on Thursday, November 21, (attended by Messrs. Blayton, Cannon and Mrs. Hamilton). That a request for an increased contribution from the City and Fulton County had been made and members were urged to exert their efforts in support of these requests. An emergency grant of $960.00 had been requested of and granted by the Community Chest in December because of the deficit existing at the end of November.

Mr. Blayton commented that the climate of the Budget Committee led to the belief that the 1958 budget will be approved.

PROGRAM REPORTS: Reporting on the Community Chest Campaign House-to House Division, Mrs Brisbane called attention to a summary and tables which were distributed. (Copy is attached).

Mr. Thompson reported on a Cooperative Housing Development which has been under way for the last eight months. Twenty persons have formed a consumers cooperative known as WOODLANE PARK, to build homes with the Atlanta Urban League serving as "sponsor." Plans have been drawn and the group has submitted to FHA specifications for 36 houses through Mutual Federal Savings and Loan Association. This will be the first consumers cooperative development in Georgia.

In reference to URBAN RENEWAL, Mr. Thompson stated that the city is developing plans under Title 221 to rehouse people displaced by urban redevelopment and highway construction. The land has been selected and the city has approved enough sites to build 5,000 houses. A chart representing the Atlanta University Renewal area was explained. Mr. Thompson described a proposal which was presented to the Atlanta college presidents on November 15, in regard to the formation of the corporation to develop rental units. The Atlanta Urban League's proposal entitled "The Institution of Atlanta University Rebuilds" is available upon request.

Mr. Hammer asked, what is the rationale behind asking the University Center to form this organization?

Mr. Thompson replied, the university is a non profit institution and may therefore apply for 100% financing under the Housing Act.

Mr. Hammer added, it is a matter of great importance that the Urban League, through the chairman of its Board, appear at the hearing on Friday, December 13, and make a statement supporting the over all renewal program. At public hearings, positive expressions are needed.

Mr. Blayton said he plans to attend the hearing and make such a statement and that Mr. Thompson will attend also.

Mrs. W. C. Thomas moved that the Board approve in principle, what is being done in regard to Urban Renewal. The motion was properly seconded and carried.

Reporting on the Spalding-Grady Graduate Training Program, Mrs. Hamilton said, the Board should be brought up to date on the progress thus far. She commented, a grant was secured two years ago; a director had been selected and approved, and the Director, Dr. Yancey, had accepted a contract, conditionally. Since July, there have been a number of conferences with the Emory officials regarding arrangements under which trainees will work. Spalding Pavilion is a private unit and not large enough for an accredited training program. Therefore, men must work in the wards of Grady. Emory's proposals for beginning seem seriously limiting. The question now is whether or not it is wise to accept this beginning. In other words, what is the next step.

Following a lengthy discussion some of the questions and comments noted were:

Mr. Hill: Have there been any other comments on the Emory proposal?

Mrs. Hamilton: Dr. Yancey requested a conference with the Negro Advisory Board. The conference will be held on Sunday, December 15th.

Mr. Hammer: All of the factors ahead point in the direction of making fuller use of all manpower. Take what is possible and move on from there. The fact that there is this leverage in the grant, means one foot in the door. Performance, which will be good, may get what is wanted and needed.

Rev. McMains stated the consensus of agreement with Mr. Hammer's statement.

Mrs. Hamilton commented, if Dr. Yancey accepts we will want to provide all possible support and interpretation.

Due to the lateness of the hour, the Chairman asked that provision be made to continue discussion on this subject at the next meeting.

The meeting was adjourned.

Respectfully submitted,

(Mrs.) G. T. Hamilton, Executive-for:

Rebecca M. Gershon (Mrs. Harry M.)
Secretary

J. B. Blayton, Chairman

1958 COMMUNITY CHEST CAMPAIGN
HOUSE TO HOUSE DIVISION
SEPTEMBER 27 - NOVEMBER 4, 1957

SUMMARY REPORT

GOAL. The Tri-County Community Chest Steering Committee of the Negro Division set the House to House Division's goal for 1958 at $18,500.00. After 9 report meetings $18,679.84 was received. Included in this amount was $7,367.92 cash and $11,309.92 in pledges.

LEADERSHIP. General Chairman: Mrs. Roberta Parks; Co-Chairmen: Mesdames P. L. Crump, Ethel Mallory, Sarah Richardson, Braxton Davis, Maggie Carter, and Mr. Floyd McDay; Coordinator: Mr. P. J. Woods; Secretary: Mrs. Kathryn Brisbane; and Assistant Secretary: Mr. William Brooks. There were 600 active campaign workers who received citations at the end of the campaign.

PRE-CAMPAIGN ACTIVITIES. The General Chairman and her staff was secured by the end of June. By September 15th, 49 section chairmen were ready to function. Between August 15th and September 15th, 8 sections had held Red Feather Parties to initiate their activities and to secure additional workers. Previous campaign list were mailed to section chairmen from which to secure workers. Early in September an appeal was made to the housing managers for a more intensive campaign in their units. Their combined goals were $7,100.00. Fifty persons, representing 17 sections, attended the House to House Rally at the YMCA on September 19th. At the Kick-Off Meeting on September 27th, $2,238.50 was reported representing $1,218.50 from section chairmen and workers and $1,020.00 from Carver Homes.

PARTICIPATING SECTIONS. The Division had 51 sections listed and 50 sections participated. Waluhaje did not participate.

In Metropolitan Atlanta, there were 26 sections with 460 active workers. Of this number-244 worked in 20 sections averaging 10 workers per section. The cushioned goal was $18,550.00 while the return was $15,182.48. Ten sections reached or exceeded their goals. There were 24 outlying sections with 140 workers averaging 6 workers per section. The cushioned goal was $3,452.36. Fifteen sections reached or exceeded their goals. One section had no designated goal.

The arbitrary goals set for the sections were within their reach. This fact is based on a comparative study including this and 2 preceeding years.[1] The failure of some sections to reach their goals in the 1958 campaign may be attributed to continuous rain during the first week of the campaign, the flu epidemic, shortage of workers, cross-cutting in solicitation by other divisions and loss of key workers who found work in other divisions easier. Added to these factors was the fact that the coordinator (Urban League Staff) was new in the job, thus the campaign may have been slowed down.

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1. 1958 Community Chest Campaign, Comparative Report 1958, 1957 and 1956 (File: Atlanta Urban League), November 14, 1957.

December 11, 1957

RECOMMENDATIONS

1. That the present goal of $18,500.00 remain fixed for the 1959 and 1960 campaign in order to increase the number of cash contributions. This appeared advisable in view of the fact that $7,369.92 was in cash as against $11,309.92 in pledges. It is recognized that many of these pledges represent contributions from housewives and that it is probable that where pledges remain unpaid it is due to housewives budgetary difficulties.

2. That the goal be held constant to reduce the necessity for workers insisting on pledges rather than accepting small cash contributions to meet the over-all goals.

3. That after the two year testing period, all individual goals be adjusted based on the cash contributions and including substantial cushions.

4. That the coordinator, Urban League staff person, establish a closer relationship with the outlying communities while these sections are a vital part of the House to House campaign, yet the help of others interested in the campaign need not be discouraged.

5. That the House to House Rally be planned so as to attract more section leaders and get more participation.

6. That all 1958 chairmen be called into a conference to evaluate the last campaign, that more adequate plans may be developed for 1959. This is based on evidence which has shown that the broader the base of citizens participation, the greater the chances for success.

7. That where a community is unable to raise more than $50.00, only one agent solicit in that community and the overall goal be adjusted if the Urban League withdraws.

8. That all other Divisions refrain from solicitations, door-to-door until the last week of the campaign.

9. That efforts be made to have more stimulating report meetings which would provide stimulus for House to House workers.

10. That an improved method for interpretation of the general program be developed.

Progress Report of Negro Division - Community Chest Campaign, 1957

	Sept. 27 (1)	Oct. 7 (2)	Oct. 10 (3)	Oct. 14 (4)	Oct. 17 (5)	Oct. 21 (6)	Oct. 24 (7)	Oct. 28 (8)	Nov. 4 (9)
Total	$6139.00	11,866.60	15,502.56	20,582.23	30,576.78	38,086.22	55,652.72	60,958.40	73,362.31
House-To-House	2229.50	2,904.10	3,549.31	4,187.57	6,138.64	8,428.45	12,280.52	14,907.91	18,679.84
Professional	1725.00	2,783.00	3,733.50	4,192.00	5,598.73	6,329.73	8,133.58	9,599.33	9,952.86
Business	-0-	2,531.00	3,330.50	4,724.50	9,655.75	11,309.10	13,156.75	13,555.10	15,618.73
Religious + Education	1385.00	2,646.00	3,551.75	6,065.66	7,553.66	9,356.44	17,830.37	18,486.99	24,445.81
Labor	15.00	65.00	895.00	895.00	895.00	2,152.00	3,409.00	3,424.00	2,167.00
Clubs + Organizations	784.50	937.50	1,272.50	1,347.50	1,565.00	1,767.50	2,099.50	2,257.07	2,503.07

DATE AND AMOUNT Reported by Negro Division-Community Chest Campaign
Sept. 27 - Nov. 4 — 1957

DIVISION	Sept. 27	Oct. 7	Oct. 10	Oct. 14	Oct. 17	Oct. 21	Oct. 24	Oct. 28	Nov. 4	Grand Total	Goal
Total	$6,139.00	5,727.60	3,635.96	5,079.67	9,994.55	7,509.44	17,566.50	5,305.68	12,408.91	73,367.31	73,500.00
House-To-House	2229.50	674.60	645.21	638.26	1951.07	2289.81	3852.07	2627.39	3771.93	18,679.84	18,500.00
Professional	1725.00	1058.00	950.50	458.50	1406.73	731.00	1803.85	1465.75	353.53	9,952.86	9,000.00
Business	-0-	2531.00	799.50	1394.00	4931.25	1653.35	1847.65	398.35	2063.63	15,618.73	20,000.00
Religious & Education	1385.00	1261.00	905.75	2513.91	1488.00	1802.78	8473.93	656.62	5958.82	24,445.81	20,000.00
Labor	15.00	50.00	-0-	-0-	-0-	830.00	1257.00	-0-	15.00	2,167.00	2,000.00
Clubs & Organizations	784.50	153.00	335.00	75.00	217.50	202.50	332.00	157.57	246.00	2,503.07	4,000.00

October 28, 1957

TO: BUDGET COMMITTEE - THE COMMUNITY CHEST COUNCIL

FROM: THE ATLANTA URBAN LEAGUE

J. B. Blayton, Sr., Chairman
W. S. Cannon, Treasurer
(Mrs.) G. T. Hamilton, Exec. Director

: : : : :

Please find attached budget request for the ATLANTA URBAN LEAGUE. The estimate for 1958, is based upon 1957 experience and includes only such minor increases as are necessary to maintain the agency's present program and staff in the face of increased costs for all goods and services.

The deficit of approximately $1,299.37, anticipated for the end of 1957, was forecast at the end of six months. (See letter and revised estimate, July 1). It is accounted for as follows: the anticipated contribution of $1,000.00 from Fulton County was not received; the income anticipated for membership contributions is approximately $300.00 less than was hoped for although there has been an increase by 50% over last year; there was an approximate $551.00 addition in salaries caused by overlapping in personnel necessitated by a study leave of a staff member involved in the responsibility for the Community Chest Campaign.

We believe it is reasonable to expect the continued slow growth in membership contributions for 1958, and we are hopeful that the assistance from Government sources will be increased as shown.

BOARD OF DIRECTORS

ATLANTA URBAN LEAGUE

1957

Officers

Mr. J. B. Blayton, Sr.	Chairman
Mr. J. R. Henderson	First Vice Chairman
Mr. Walter Paschall	Second Vice Chairman
Mr. W. S. Cannon	Treasurer
Mrs. Harry M. Gershon	Secretary

Members

Abram, Morris B.
1504 Healey Building

Blayton, J. B., Sr.
205 Auburn Avenue, N. E.

Bullard, Miss Helen
Whitehead Building

Cannon, W. S.
859½ Hunter Street, N. W.

Clement, Dr. R. E.
Atlanta University

Curry, Mrs. T. L.
50 Whitehouse Drive, S.W.

Foster, Mrs. Guthrie
210 North Avenue, N. W.

Gershon, Mrs. Harry M.
1590 Harvard Road, N. E.

Hammer, Philip G.
70 Fairlie Street, N.W.

Henderson, J. R.
1041 Kerry Drive, N. W.

Hill, Jesse, Jr.
148 Auburn Avenue, N. E.

Jett, A. V.
9½ Ashby Street, N. W.

McClatchey, Marvin, Jr.
1581 Huber Street, N. W.

McMains, Rev. Harrison
167 Walton Street, N. W.

Milton, L. D.
212 Auburn Avenue, N. E.

Paschall, Walter
WSB Biltmore Hotel

Richardson, Dr. H. V.
9 McDonough Boulevard

Sanders, James O'
67 Blackland Road, N. E.

Shulhafer, Philip E.
245 N. Highland Avenue, N. E.

Thomas, Mrs. W. C.
10 Anderson Avenue, N. W.

Walden, A. T.
28 Butler Street, N. E.

Wilson, Mrs. J. R., Jr.
1487 Mozley Drive, S. W.

January 13, 1958

Mr. J. Newton Garver, Chairman
Board of Directors
Telluride Association
Ithaca, New York

Dear Mr. Garver:

Thank you for your letter concerning the program at Cornell. When I received the material from Paul Szasz I contacted several Negro leaders here in Atlanta, but I do not know what action they took on it, if any.

However, I have contacted Mr. Robert A. Thompson at the Atlanta Urban League, 239 Auburn Avenue, N.E., concerning this matter and have sent him the material you mailed me. Mr. Thompson is a knowledgeable person in this field and should be able to help advance the desired program.

If you are interested in students from other areas in the South, Mr. Thompson should be able to furnish you some additional names. I feel certain that you will hear from him in the very near future.

Again thanks and best wishes.

Sincerely,

John Constable
Director of Information

JC:lec

TELLURIDE ASSOCIATION
ITHACA, NEW YORK

JANUARY 9, 1958

MR. JOHN CONSTABLE
DIRECTOR OF INFORMATION
SOUTHERN REGIONAL COUNCIL
63 AUBURN AVENUE N-E
ATLANTA 3, GEORGIA

DEAR MR. CONSTABLE:

I AM ENCLOSING A NUMBER OF COPIES OF BOOKLETS DESCRIBING THE 1958 SUMMER PROGRAMS FOR HIGH SCHOOL JUNIORS WHICH IS SPONSORED BY THE TELLURIDE ASSOCIATION. YOU WILL REMEMBER THAT PAUL SZASZ WROTE TO YOU ABOUT THESE PROGRAMS AT SOME LENGTH LAST AUGUST AND ASKED AT THAT TIME WHETHER YOU MIGHT NOT BE ABLE TO PUT US IN TOUCH WITH EXCEPTIONALLY ABLE NEGRO STUDENTS IN THE SOUTH. WE ARE STILL VERY MUCH INTERESTED IN ANY SUGGESTION YOU MAY HAVE, EITHER AS TO INDIVIDUAL APPLICANTS FOR THIS YEAR, OR AS TO THE MEANS BY WHICH WE MIGHT MORE EFFECTIVELY GET IN TOUCH WITH PROMISING NEGRO STUDENTS IN THE SOUTH.

YOU WILL NOTE, THAT WE ARE REQUIRING THE APPLICANTS THIS YEAR TO TAKE THE SCHOLASTIC APTITUDE TEST, ORDINARILY EITHER IN JANUARY OR FEBRUARY. SINCE THE TIME FOR SUBMITTING APPLICATIONS FOR THE FEBRUARY TEST IS NOW RUNNING OUT, IT WILL BE POSSIBLE FOR ANY STUDENT YOU MAY CARE TO SUGGEST FOR THE COMING YEAR TO TAKE THIS SCHOLASTIC APTITUDE TEST IN MARCH, PROVIDED THAT THEY SUBMIT A COMPLETED APPLICATION BEFORE APRIL 1ST. WE WILL FURNISH IMMEDIATELY AN APPLICATION FORM TO ANY STUDENTS WHO WRITES US THAT THIS IS HIS INTENTION. THE FINAL EVALUATION OF THE APPLICATION WILL, OF COURSE, DEPEND PARTLY UPON THE RESULTS OF HIS S.A.T. SCORE.

WE APPRECIATE ANY ATTENTION YOU MAY BE ABLE TO GIVE TO THIS MATTER.

SINCERELY YOURS,

J. Newton Garver

J. NEWTON GARVER
CHAIRMAN
BOARD OF DIRECTORS

ENCL.

THE ATLANTA URBAN LEAGUE

Over Thirty-Five Years of Preventive Social Service

JAckson 1-2355 • 239 AUBURN AVENUE, N. E. • ATLANTA 3, GEORGIA

January 15, 1958

MEMORANDUM:

To: Members of the Atlanta Urban League's Board of Directors

From: J. B. Blayton, Sr., Chairman
(Mrs.) G. T. Hamilton, Executive Director

Subj: Meeting of the Board of Directors

: : : :

The first meeting of the Board in 1958, will be held on Thursday, January 23rd at 3:30 o'clock in the office of the Atlanta Urban League. The agenda will include:

1. Consideration and Action upon Recommendations of the Budget and Finance Committee
2. Consideration of Program Proposals Relating to Income and Services

We trust that it will be possible for each member to attend.

RECEIVED JAN 17 1958 file

THE ATLANTA URBAN LEAGUE

Over Thirty-Five Years of Preventive Social Service

JACKSON 1-2355 • 239 AUBURN AVENUE, N. E. • ATLANTA 3, GEORGIA

January 15, 1958

Dear John:

Thank you for sending me the material about the Telluride Association. I have forwarded this information to Mr. Francis Long, Counselor, Henry McNeil Turner High School in Atlanta with the request that he comply with Mr. Garver's desire.

Thanking you kindly, I am

Most cordially yours,

Tommy

R. A. Thompson,
Associate Director

Mr. John Constable
Director of Information
Southern Regional Council
63 Auburn Avenue, N. E.
Atlanta 3, Georgia

RAT:vbm

January 23, 1958

MINUTES: Board of Directors - Atlanta Urban League

ATTENDANCE: Dr. Clement, Mrs. Davis, Mrs. Gershon, Mr. Hill, Mr. Henderson, Mr. Jett, Mrs. Foster and Mr. Shulhafer

STAFF: Mrs. Hamilton, Mr. Thompson, Mrs. Brisbane and Mrs. Mickens

: : : : : :

The regular monthly meeting of the Board of Directors was held in the office of the Atlanta Urban League at 3:30 o'clock, Thursday, January 23rd. Mr. J. R. Henderson, Vice President, presided in the absence of Mr. Blayton, the Chairman. Dr. Clement offered prayer, and Mrs. Hamilton read the minutes of the December 12, meeting which were approved with one correction.

The agenda and actions taken were:

RECOMMENDATIONS OF FINANCE COMMITTEE REGARDING 1958 BUDGET:- A recommendation from the treasurer was read by Mrs. Hamilton. Following discussion, Dr. Clement moved that the revised budget be presented after suggested deletions were made. The motion was seconded and carried.

PROPOSALS FOR PROGRAM SUPPORT:- This report contained several proposals for increased financial support to the Atlanta Urban League - that an appeal be made to a local foundation in an effort to secure support for an expanded neighborhood development program; that an appeal be developed by the Public Relations Committee to local foundations.

Mrs. M. B. Davis, President of the Atlanta Urban League Guild, said the Guild is studying it budget to see what can be done to increase its contribution to the Atlanta Urban League. If the Guild assumes sponsorship of the League's membership campaign, a very worthwhile contribution will be made.

Notes from a report of a "Leadership Conference on Southern Problems" held in December by the National Urban League were discussed briefly.

A report of the "Minority Community Resources Conference", called by the President's Committee on Government Contracts, and attended by the Executive, in Washington, D. C., January 15th was made.

Mr. Henderson called attention to the increasing unemployment situation in the Atlanta area. He urged the Atlanta Urban League to give some attention to the problem.

Mrs. Davis presented a proposal from the Guild's Public Relations Committee describing a plan of the Guild to worship at the Butler Street Baptist Church on February 16th. The Guild expects this to be an annual observance in other churches in order to acquaint people with the work of the Urban League.

It was the consensus of the board, that whatever can be done to interpret the Urban League is a good step forward, and the Guild is to be commended for sponsoring such a project.

Following a motion to adjourn, the meeting ended at 4:50 o'clock.

Respectfully submitted,

Rebecca M. Gershon (Mrs. Harry M.)
Secretary

J. B. Blayton, Sr., Chairman

FOR BOARD INFORMATION

January 28, 1958

Memorandum

To: Mr. J. B. Blayton, Chairman and Members of the Advisory Committee To The Atlanta Housing Authority, Atlanta, Georgia

From: R. A. Thompson, Housing Secretary, Atlanta Urban League, Atlanta, Georgia

Subject: The Construction of Public Housing Units in Census Tract F-18[I] (Buttermilk Bottom Area) and in Census Tract FC-20 (Thomasville Area.)

The purpose of this memorandum is to request that the Atlanta Housing Authority utilize it's approved allocation of 1,000 units immediately by constructing them in the following areas for Negroes:

1. Buttermilk Bottom Area.-(Census Tract F-18) It is requested that 500 of the 1,000 units be built in this area;

2. Thomasville Area. - (Census Tract FC-20) 500 public housing units should be built in this area.

Reasons for requesting that the Atlanta Housing Authority construct 500 apartments in each of the above mentioned areas are as follows:

THE BUTTERMILK BOTTOM AREA.(CENSUS TRACT F-18)

1. The proposed area of about 224 acres is predominantly a slum area. Of the total 3,066 dwelling units, 1,942 or 63.3 percent were classed as having "no private bath or dilapidated" in 1950.

2. The present and future needs for low-income downtown housing are urgent and the demand for such housing will continue as the population increases.

3. The construction of public housing in the proposed area would allay the resentment of both the opponents and proponents of urban renewal relative to this slum area not being included in the urban renewal program.

4. The erection of public housing in the recommended area would eliminate entirely the clamor of both the opponents and proponents for revising the present "established" boundaries of the Butler Street Urban Renewal Program.

5. The area is large enough to include adequate recreational areas.

6. Based on the experience of building Section 221 housing for relocatees in other cities, it is most unlikely that the local private building programs will provide adequate relocation housing.

   The Housing and Home Finance Agency reported in the "Factual Summary for Public Interest Organizations", dated July 29, 1957 that "of the 33,000 units of Section 221 housing authorized to date, F. H. A. has received applications for only a little over 1,000 units." Local land and building costs and the dearth of suitable R-5 land for Section 221 housing lessen the possibilities to build this type of housing for relocatees.

7. Relocation programs in 54 project areas of 31 cities, involving 24,507 relocated families, as of September 30,1955, showed that 18,267 nonwhite families and 6,300 white families have been relocated. The nonwhite relocatees, 6,006 or 32.9 percent, were rehoused in public housing and 67.1 percent in private housing. The white relocatees, 788 or 12.5 percent went into public housing and 5,512 or 87. 5 percent were rehoused in private housing. It is believed that the proportion of nonwhite relocatees in Atlanta will be higher than the above national average.

THE THOMASVILLE AREA. (CENSUS TRACT FC-20)

1. The Thomasville Area affords the Atlanta Housing Authority opportunities to build 500 units on open land.

2. Open land along Constitution and Forrest Park Roads could be purchased for apartments. The 45 acres owned by the Georgia Industrial Development Company at Constitution and Forrest Park Roads may be suitable for a public housing project.

3. The open land is contiguous to the existing and newly constructed 89 homes in Norwood Manor.

4. The construction of apartments on open land would eliminate the problem of finding relocation housing for displaced persons of the Buttermilk Bottom Area.

5. Apartments in this area would provide quarters for families who are presently employed in near-by plants, and for those who will obtain employment in in-coming plants.

6. The construction of the 500 units should be started immediately and before any land is cleared in the Buttermilk Bottom Area. As these units are completed, the residents of the Buttermilk Bottom Area should occupy them in order that the slum housing in the Buttermilk Bottom Area could be cleared.

SUMMARY

Clearing the slums in the Buttermilk Bottom Area would satisfy persons objecting to the slum clearance program, greatly minimize the possibilities of the project boundaries being changed by the City Council, increase and assure the success of the Urban Renewal Program, and provide decent downtown housing for low-income groups who can neither afford to buy Section 221 housing or pay rent for apartments constructed on high cost land.

It is finally recommended that the first units of public housing be built on open land in the Thomasville Section in order to prevent creating additional relocation problems. The availability of 500 brand new housing units would in affect afford the Housing Authority an opportunity to set up a controlled situation for handling displaced persons of the Buttermilk Bottom Area.

Failure to use the approved 1,000 public housing units is tantamount to sentencing decent citizens to filth, indecent and insanitary housing. Can we afford to fail our less fortunate citizens who live in slum areas? Should we abrogate our responsibility to the entire citizenry of Atlanta by failing to use every devise and means to build a finer and better Atlanta? The decision rest with us, so we must be true to our God, our fellowman and ourselves.

[I] Census Tract F-18 is bound by North Avenue on the North, Parkway Drive on the East, Highland Avenue and Baker Street on the South and Courtland-Currier Street-Piedmont Avenue on the West. A total of 55 blocks with about 224 acres.

The proposed project area is north of the east leg of the expressway. More specifically, the proposed project boundaries are: North Ave., on the North Felton Drive on the East, East Leg of the Expressway on the South, and Piedmont Ave., on the West -- for a total of 42 blocks or about 200 acres.

It is suggested that the area between Forrest Avenue and the East Leg of the Expressway be considered as a possible site for the park promised since 1950.

DISTRIBUTION OF POPULATION AND DWELLING UNITS RELATIVE TO OCCUPANCY AND CONDITION OF UNITS IN CENSUS TRACT F-18 -- ATLANTA, GEORGIA, 1950

TOTAL AND BLOCK	POPULATION			DWELLING UNITS					NO. PVT. BATH OR DILAP.	NO. RUN. WATER OR DILAP.	% DILAP.
			NON	NONWHITE				%			
	TOTAL	WHITE	WHITE	TOTAL	TOTAL	OWNER	RENTER	OWNER			
TOTAL	10917	1153	9764	3065	2640	323	2317	12.2	1942	1370	63.3
Block 1	N A	N A	N A	71	16	N A	N A	N A	15	14	21.1
" 2	"	"	"	54	36	"	"	-	10	7	18.5
" 3	"	"	"	15	14	"	"	-	10	7	66.7
" 4	"	"	"	37	28	"	"	-	21	10	56.8
" 5	"	"	"	22	21	"	"	-	15	5	68.2
" 6	"	"	"	64	62	"	"	-	49	21	76.6
" 7	"	"	"	23	4	"	"	-	8	0	34.8
" 8	"	"	"	39	39	"	"	-	23	16	59.0
" 9	"	"	"	33	30	"	"	-	16	11	48.5
" 10	"	"	"	25	25	6	19	24.0	22	19	88.0
" 11	"	"	"	46	41	N A	N A	-	14	8	30.4
" 12	"	"	"	21	20	N A	N A	-	19	6	90.5
" 13	N A	N A	N A	58	54	N A	N A	-	40	24	69.0
" 14	"	"	"	25	24	"	"	-	20	11	80.0
" 15	"	"	"	24	22	"	"	-	12	5	50.0
" 16	"	"	"	100	96	"	"	-	95	95	95.0
" 17	"	"	"	50	31	"	"	-	24	24	48.0
" 19	"	"	"	30	6	"	"	-	3	1	10.0
" 20	"	"	"	120	115	"	"	-	73	38	60.8
" 21	"	"	"	98	97	"	"	-	43	26	43.9
" 22	"	"	"	36	36	14	22	38.9	19	9	52.8
" 23	"	"	"	79	79	7	72	8.9	52	14	65.8
" 24	N A	N A	N A	28	27	N A	N A	N A	22	10	78.6
" 25	"	"	"	111	108	"	"	-	83	61	74.8
" 26	"	"	"	5	5	5	-	100.0	-	-	-
" 27	"	"	"	37	37	1	36	2.7	32	27	86.5
" 28	"	"	"	36	34	N A	N A	-	34	32	94.4
" 29	"	"	"	35	34	"	"	"	29	20	82.9
" 30	"	"	"	82	78	"	"	"	72	29	87.8
" 31	N A	N A	N A	-	-	N A	N A	N A	-	-	N A
" 32	N A	N A	N A	52	52	29	23	55.8	2	1	3.8
" 33	"	"	"	39	24	N A	N A	-	3	1	7.7
" 34	"	"	"	39	29	N A	N A	-	2	-	5.1
" 35	"	"	"	98	56	"	"	-	18	13	18.4
" 36	"	"	"	226	218	"	"	-	166	157	73.5
" 37	"	"	"	15	15	4	11	26.7	11	11	73.3
" 38	"	"	"	44	43	N A	N A	-	40	20	90.9
" 39	"	"	"	71	67	"	"	-	54	32	76.1
" 40	"	"	"	63	62	"	"	-	48	33	76.2
" 41	"	"	"	41	15	"	"	-	16	16	39.0
" 42	"	"	"	3	1	"	"	-	3	3	100.0
" 43	"	"	"	80	14	"	"	-	35	-	43.8
" 44	"	"	"	43	19	"	"	-	19	13	44.2
" 45	"	"	"	83	62	"	"	-	71	38	85.5
" 46	"	"	"	131	123	"	"	-	116	116	88.5
" 47	"	"	"	95	93	"	"	-	95	95	100.0
" 48	"	"	"	63	61	"	"	-	56	40	88.9
" 49	"	"	"	66	66	4	62	6.1	53	22	80.3
" 50	"	"	"	82	78	N A	N A	-	59	43	72.0
" 51	"	"	"	102	97	"	"	-	61	34	59.8
" 52	"	"	"	129	126	"	"	-	100	94	77.5
" 53	"	"	"	34	29	"	"	-	-	-	-
" 54	"	"	"	57	42	"	"	-	23	17	40.4
Block 55	N A	N A	N A	30	29	"	"	-	21	21	70.0

- 42 Blocks in Project Area.

GEOGRAPHIC AREA	POPULATION			DWELLING UNITS					NO PVT. BATH OR DILAP	NO RUN. WATER OR DILAP.	% DILAP.
					NONWHITE						
	TOTAL	WHITE	NON WHITE	TOTAL	TOTAL	OWNER	RENTER	% OWNER			
C. T. F-18	10917	1153	9764	3066	2640	323	2317	12.2	1942	1370	63.3
Proposed Project Area	N A	N A	N A	2488	2333	N A	N A	N A	1737	1252	69.8
Other Area	N A	N A	N A	578	307	N A	N A	N A	205	118	35.5

Source - U. S. Census for 1950. N. A. - not available

1 - Project Area covers forty-two (42) blocks

100.0	10.6	89.4	100.0	86.1	12.2	87.8	12.2	63.3	44.7	63.3

THE ATLANTA URBAN LEAGUE

Over Thirty-Five Years of Preventive Social Service

JACKSON 1-2355 · 239 AUBURN AVENUE, N. E. · ATLANTA 3, GEORGIA

March 5, 1958

MEMORANDUM:

To: Board of Directors - Atlanta Urban League

From: J. B. Blayton, Sr., Chairman
Mrs. G. T. Hamilton, Executive Director

Re: Meeting of the Board of Directors

: : : : : :

The Board of Directors of the Atlanta Urban League will meet on Thursday, March 13, at 3:30 P. M., in the office of the League. The agenda will include:

Action upon budget estimate for 1959 to be submitted to the Community Chest.

Appointment of 1958 Nominating Committee.

Appointment of Committee for Annual Meeting.

Progress report on housing program.

We sincerely hope that all members will find it possible to be present.

March 13, 1958

MINUTES Atlanta Urban League - Board of Directors

ATTENDANCE: Mr. Blayton, Miss Bullard, Mr. Cannon, Mr. Fleming, Mrs. Gershon, Mr. Hill, Mr. Jett, Mr. Sanders, Mrs. Thomas and Mr. Walden

STAFF: Mrs. Hamilton, Mr. Thompson, Mrs. Mickens, Miss Verneta Hill and Mr. Zollie Stringer, Field Work Students

* * *

The regular monthly meeting of the Board of Directors opened at 3:35 o'clock with Mr. Blayton presiding.

A motion to adopt the minutes of the January 23, meeting was made, properly seconded and carried.

The Operating Budget Estimate for 1959, was presented. (Copies attached to absent members).

Following a brief discussion, it was unanimously voted to accept the Budget Estimate for 1959 for transmittal to the Community Chest.

Mrs. Hamilton reported that 1958 contributions other than memberships, totaled $2,300.00 at the end of February. Sources were: City of Atlanta, $1,000.00, Mr. Carlyle Fraser, $1,000.00, Atlanta Jack and Jills, Inc., $100.00, and Hammer and Company, $200.00.

It was noted that memberships are coming along well, and that a special effort will be made during the period of March and May, to increase memberships. Board members were urged to submit the names of persons to whom letters may be sent over their signatures, requesting support of the Atlanta Urban League. The Atlanta Urban League Guild has agreed to assume responsibility for raising $500.00 in memberships during the year.

NEW BUSINESS:- Mr. Jesse Hill commented upon the present unemployment situation in Atlanta. He suggested that an exploratory group from the Atlanta Urban League's Board, consider ways to approach employers of large concerns with the long-range view of securing employment for Negroes in jobs not presently open to them. During the discussion which followed, several suggestions were made for further consideration by the group. By consensus, Mr. Hill's suggestion was accepted and the following persons volunteered to be members of such an exploratory committee - Mr. Hill, Miss Bullard, Mr. Jett and Mr. Sanders.

The chairman appointed the following committees:

NOMINATIONS: (for Board Membership)
Dr. Richardson
Mr. Hill
Mr. Sanders

ANNUAL MEETING:- Miss Bullard
Mrs. Curry
Mrs. Foster
Mrs. Wilson

PROGRAM REPORTS - Housing- Mr. Thompson distributed materials relating to: (1) Recent FHA Commitments for Section 221 Relocation Multi-Family Rental Housing; (2) Estimates of Land Available for Negro Housing, Atlanta. Copies attached to absent members. He reported that forty houses under 221 are being constructed in South Atlanta-East of Blair Village. The Cooperative Housing Development under Atlanta Urban League sponsorship, is proceeding well. Mr. Thompson pointed to the increasing need for additional land for Negro housing, and suggested the formation of a Metropolitan Land Committee. Such a committee would be composed of persons living in adjoining counties who own land. Its purpose would be to determine the amount and location of land and to plan for its use.

Community Services:- Mrs. Brisbane reported that a South Atlanta Coordinating Committee has been established, looking toward the development of a South Atlanta Community Council. She stated that a preliminary survey of the area had revealed many welfare needs, and that the committee was considering how the recreational resources can be increased. Twenty-seven per cent of the total delinquency of the city, and 9.27 per cent of the Negro delinquency came from this area.

Mrs. Hamilton commented that a request had been sent to a local foundation for financial assistance of the Atlanta Urban League's Neighborhood Council program. Copies are available to members of the Board upon request.

Hospital Services:-Mrs. Hamilton announced that Dr. Yancey is expecting to report on March 17, thus the long-anticipated teaching program at Spalding Pavilion-Grady Hospital, will begin.

The inconvenience of a Thursday meeting for some Board members was noted, and Tuesday was proposed for the next meeting day.

The meeting adjourned at 4:45 o'clock.

Respectfully submitted,

J. B. Blayton, Sr., Chairman

Rebecca M. Gershon, (Mrs. Harry M.)
Secretary

THE ATLANTA URBAN LEAGUE

Over Thirty-Five Years of Preventive Social Service

JACKSON 1-2355 • 239 AUBURN AVENUE, N. E. • ATLANTA 3, GEORGIA

March 20, 1958

MEMORANDUM:

To: Atlanta Urban League Board of Directors

From: (Mrs.) Grace T. Hamilton

: : : : :

We have received word today that the Community Chest Budget Panel will visit the Atlanta Urban League on Wednesday, April 2, at 4:00 P. M.

"One hour has been allowed for each visit. It is suggested that each agency prepare a presentation of not more than thirty minutes, interpreting its program, the people it serves, and its financial needs as contained in the budget estimate. The remaining time will permit the Budget Panel Members to ask questions. Guide questions for the Committee's use have been prepared, and a copy is enclosed for your information."

PANEL E - is assigned to the Atlanta Urban League. Its membership is as follows:

Louis Montag, Chairman
Robert W. Biccum
J. H. Cawthon
Leon Hames
Fred C. Jones
Mrs. Simpson K. Kidd
R. Stanley Maddox
Dean Paden
Richard P. Smith

The officers of the Budget Committee for 1958 are:

Mrs. Roff Sims, Chairman
Rease Inge, Vice Chairman
Sam McKenzie, Vice Chairman

IT IS VERY IMPORTANT THAT A REPRESENTATIVE GROUP OF BOARD MEMBERS MEET WITH THE BUDGET PANEL. We sincerely urge you to plan to be present to help interpret the Atlanta Urban League's program and our request for funds.

PLEASE MARK YOUR CALENDAR - - APRIL 2, 4:00 P. M.

FOR YOUR INFORMATION

Budget Committee - 1958

SUGGESTED QUESTIONS FOR USE

ON AGENCY VISITS

1. Board: No. of Board Members_____ Is Board representative of the community?____ No. of meetings_____ Average attendance at meetings_____ No. present at Budget Conference_____.

2. Volunteers: Is any use made of volunteers in the program (as distinguished from Board and Committee service)?_____ If so, what?

_____.

3. Staff: Does the Executive and Staff have the necessary training and experience?_____ Are jobs as budgeted filled?_____ Staff turnover?_____ Why the turnover?_____ Does staff keep up with the latest developments in the field_____ How?_____

_____.

4. Program: Average time a unit is active?_____ Units closed because agency could not handle?_____ Average load per worker?_____ Waiting list?_____.

5. Economy: Have you considered ways that your costs could be reduced through different routines, methods and procedures? Yes_____ No_____ If so, when and what?_____ _____.

6. Income: Do you charge for service?_____ Are charges based on cost of the service and ability to pay?_____ When were charges revised?_____ Is estimated non-Chest income realistic based on past experience?_____

7. Comparison: Cost: How does unit cost compare with similar local agencies?_____ If discrepancy, why?_____. How does unit cost compare with similar agencies in other cities?_____

Program: How does your program differ from that of other agencies in the same field of service?_____.

8. Area Coverage: Is the agency located near a similar one?_____ What agency and why?_____.

9. Physical Facilities: Appearance_____ State of repair_____ Use of space_____.

-istrative Assistant

April 28, 1958

Mrs. Grace T. Hamilton
Executive Secretary
Atlanta Urban League
239 Auburn Avenue, N. E.
Atlanta, Georgia

Dear Grace:

Harold, who is out of the city until May 3rd, has asked me to express his regrets that he will be unable to attend the meeting of the Board of Directors on May 1st.

Sincerely,

Paul Anthony
Administrative Assistant

PA/mf

THE ATLANTA URBAN LEAGUE

Over Thirty-Five Years of Preventive Social Service

JAckson 1-2355 · 239 AUBURN AVENUE, N. E. · ATLANTA 3, GEORGIA

April 24, 1958

MEMORANDUM:

TO: Members of the Board of Directors

FROM: J. B. Blayton, Sr., Chairman
(Mrs.) G. T. Hamilton, Executive Director

RE: Monthly Meeting of the Board of Directors

* * * * *

The Board of Directors of the Atlanta Urban League will meet on Thursday, May 1st at 3:30 o'clock in the office of the League.

The agenda will include a report of the Nominating Committee for 1958, and a progress report of the Exploratory Committee on Job Opportunities. We sincerely hope that all members will be present because we will need your judgment and advice.

May 1, 1958

MINUTES: Board of Directors - Atlanta Urban League

ATTENDANCE: Mr. Blayton, Mr. Cannon, Mrs. Foster, Mr. Hill, Mr. Jett, Rev. McMains, Mr. Paschall, Mr. Sanders, Mrs. Thomas, Mr. Walden, Mrs. Wilson

The regular monthly meeting of the Board of Directors was held on Thursday, May 1, in the office of the League. Mr. Blayton, Chairman, presided.

The meeting was opened with prayer by Rev. McMains followed by the adoption of the Minutes of the March 13, meeting.

Mr. Thompson gave a report on housing pointing out that the final word on the AUL's sponsored Consumer Cooperative is that money has been approved by FHA at the Washington level and that approval is pending locally. He reported, that recommendations had been made to the Atlanta Housing Authority regarding the need for use of the 1,000 units already reserved for Atlanta and its hope that the Authority will take early action to approve the building of 256 units. Desirable areas for the location of these units has been recommended to the Authority on the basis of studies made by Mr. Thompson.

Mr. Jesse Hill, Jr., Chairman of the Exploratory Committee on Job Opportunities reported that the committee met on April 14th. The committee accepted its role to be an exploration of long-range possibilities for expanding job opportunities for Negroes and a determination of such short-range objectives as are practical. It was agreed, that since long-term objectives were foremost, the present time was as good as any to begin. The committee agreed that its initial efforts would be directed toward raising the question, with selected large employers in various industries, about whether or not the companies have definite policies with regard to job limitations by race; calling attention to the number of college and high school graduates available for work in the Atlanta area

with emphases upon preserving the community's economic investment in these young people by helping to find jobs related to their equipment. Each member of the committee assumed assigned responsibilities toward implementation of the project.

The Board approved the objectives of the committee and authorized its members to continue to work with Mr. Hill as chairman.

Reporting for the Nominating Committee, Dr.H. V. Richardson, Chairman, stated that the committee had met on April 24, with all members present. The committee recognized there were six possible places which might be filled by the Board of Directors. The committee's recommendations for Board action follows:

1. That the following persons whose terms expire in 1958, be recommended for re-election:

Mr. J. B. Blayton, Sr.
Mrs. Margaret Curry
Mrs. Guthrie Foster
Mr. A.V.Jett
Rev.Harrison McMains
Mrs. W. C. Thomas
Mr. L. D. Milton

2. That the following ex-officio members re re-elected:

Mr. R. L. Cousins
Mrs. Mamye Braxton-Davis
Mr. Harold Fleming
Mr. Edward Kahn
Mrs. M. M. Yates

3. That the following persons be invited to board membership, since they have indicated to members of the Nominating Committee that they will be willing to serve if elected:

Mr. F. V. Brooks
Mrs. John B . Pendergrast, Jr.
Mrs. William Pauley
Mrs. James Selvage
Mr. Samuel Westerfield

4. That the committee continue its work to complete the remainder of the board from the following group:

Mr. Marvin Mangham
Mr. Charles Palmer
Mrs. Fred Patterson
Mr. Q. V. Williamson

Other persons suggested by the committee had indicated their interest in the Atlanta Urban League, but declined acceptance at this time because of other commitments. Mrs. Thomas stated that she would be out of the country next year and requested a leave from the Board during this period. The leave was granted with an expression that the Board would look forward to her return.

Dr. Richardson extended thanks to the committee for their work with special thanks to Mr. Sanders for having assumed responsibility for contacting the largest number of people.

Other action of the Nominating Committee:

1. That Mr. Carlyle Fraser be sent a letter indicating the desire to have him serve on our Board, but recognizing the nature of his present commitments which might prevent it, express the hope that he will consider Board membership at whatever time in the future he finds it possible.

2. That the list of potential members sent to the committee be kept on file for future use. The committee consists of Dr. H. V. Richardson, Chairman, Mr.Jesse Hill and Mr. J. O. Sanders.

It was moved and properly seconded that the recommendations of the Nominating Committee be accepted and that the committee be extended hearty thanks for having performed a magnificent task. The motion was unanimously adopted.

ANNOUNCEMENTS

Mr. Blayton reported that a staff member of the NUL had indicated that the Chairman of the Board of the NUL would like to address the Board of the AUL at some time convenient to all. He said he had sent Mr. Kheel a note indicating

we would be happy to have him if given a ten-day notice.

Atlanta Urban League Guild Beaux Arts Ball - May 1

Annual Meeting of Neighborhood Council of the
Atlanta Urban League . . . . . May 13

The meeting was adjourned at 4:15 o'clock.

Respectfully submitted,

Mrs. Harry M. Gershon

Mrs. Harry M. Gershon,
Secretary

Mrs. G. T. Hamilton

By, Mrs. G.T. Hamilton
Executive Director

May 20, 1958

Mr. Robert Thompson
Atlanta Urban League
239 Auburn Avenue, N. E.
Atlanta 3, Georgia

Dear Bob:

Enclosed is our check for $35.75 for 275 copies of your reprint from Phylon.

Regards.

Sincerely,

Paul Anthony
Administrative Assistant

PA/mf

Memo from ROBERT A. THOMPSON

May 19, 1958

Mr. Harold Fleming, Executive Director
Southern Regional Council
63 Auburn Avenue, N.E.
Atlanta, Georgia

Dear Mr. Fleming:

In accordance with our agreement, please find under separate cover 275 copies of a reprint from Phylon Magazine, entitled Social Dynamics in Demographic Trends and the Housing of Minority Groups, by R. A. Thompson.

275 copies @ 13¢ = $35.75

Please make check payable to The Atlanta Urban League.

Thank you,

R. A. Thompson

R. A. Thompson

By ROBERT A. THOMPSON

Social Dynamics in Demographic Trends And the Housing of Minority Groups

BETWEEN 1940 and 1950 millions of Americans witnessed and cheered two great football players on the Army team. These two famous teammates were known as "Mr. Inside" and "Mr. Outside" because of their ability to run for touchdowns through and around the opposition. "Mr. Inside" could be depended upon for touchdowns by going between the end and tackle, while "Mr. Outside" would always run around the end, with the help of "Mr. Inside." The graduation of both "Messrs. Inside and Outside" marked the end of a long winning streak for the United States Military Academy, a remarkable demonstration of teamwork, and the separation of two friends who came from different sections of the country.

While the sports-loving Americans cheered the great Army teammates, two other teammates were, and have been for a long time, vying for housing and land in our ever-growing metropolitan areas. The latter two teammates, playing on the same American team and occupying dissimilar geographic areas in metropolitan cities, could also because of residential location be referred to as "Mr. Inside" and "Mr. Outside." In the latter situation, "Mr. Inside," characterized as nonwhite, lives or is forced to live mainly in the central sections of metropolitan cities, while the more affluent "Mr. Outside," the white teammate, lives farther and farther from the noisy and blighted central sections of our urban communities. It is highly important that both "Mr. Inside" and "Mr. Outside," in the latter situation, acquire the same sportsman-like attributes of the famous footballers of the Military Academy in order to cope with the silent and powerful urban revolution that is taking place.

All of America's large cities are undergoing this silent and powerful revolution. The revolution concerns, first, America's highly mobile people who have migrated and are still migrating to our major cities. The *American Magazine* for August, 1955 stated about twenty-nine million people changed places between April 1, 1953 and April 1, 1954; that nineteen million or 65.5 percent changed homes within the same county; that five million moved to a different county; moreover, five million moved to another state. The second phase of the revolution involves a deter-

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mined effort on the part of both "Mr. Inside" and "Mr. Outside" to revitalize and rebuild vast sections of our cities that have declined during the past one hundred years and to provide intra- and inter-urban highways.

The size of the revolution or the extent to which it has grown has been measured by the Housing and Home Finance Agency.[1] In 1900, there were seventy-five million people in America and twenty-four million or 31.7 percent lived in fifty-two Standard Metropolitan Areas; but in 1950 there were a hundred fifty million people and eighty-five million or 56.8 percent lived in 162 Standard Metropolitan Areas. In other words, while the total population increased from seventy-five million to a hundred fifty million for an increase of 100.0 percent, the number of people living in the Standard Metropolitan Areas increased from twenty-four to eighty-five million for an increase of 254.2 percent.

A more definitive description of the location of both "Mr. Inside" and "Mr. Outside" in the Standard Metropolitan Areas was obtained from the United States Census for 1950. In order to compare the relative residential position of "Mr. Inside" with that of "Mr. Outside," 137 of the 162 Standard Metropolitan Areas were selected for comparison as shown in Table 1. Of the total seventy-nine million persons living in the selected Standard Metropolitan Areas, over six out of ten lived in the central city; nearly eight out of ten nonwhites lived in the central city and about six out of ten white persons lived in the central city. Therefore, and for all practical purposes, the nonwhite population lives mostly in the central city and can be called "Mr. Inside."

The percentage of nonwhites living in the central city was highest in the Northeast and lowest in the West. In thirty-two Standard Metropolitan Areas of the Northeast, 86.4 percent lived in the central city; 83.6 percent in the thirty-nine areas of the North Central cities; 75.1 percent in the fifty cities of the South; and 68.3 percent in the sixteen cities of the West. Paradoxically, the percentages for the white population were also highest for cities of the Northeast and lowest for those of the West.

In the main, "Mr. Inside" is "hemmed in." Figure 1 shows graphically the relative residential position of the nonwhite population. For example, a closer look at the Standard Metropolitan Area of Dayton, Ohio shows that the area had 42,953 nonwhites in 1950 and that 28,774 or 67 percent of these lived in three census tracts, namely, 8-1, 8-2 and 8-3. In other words, of the 17,453 nonwhite population increase in the Dayton industrial area, between 1940 and 1950, 85.0 percent occurred in the City of Dayton and 15.0 percent in the adjacent tracted areas.

"Mr. Inside" is not only concentrated in the central sections of the

---

[1] Housing and Home Finance Agency, *Population Growth in Standard Metropolitan Areas, 1900-1950* (Washington, D. C.)

TABLE 1

The Distribution of Nonwhite and White Population for Selected Standard Metropolitan Areas and Cities According to Regions and Divisions

1950

Region Divisions	TOTAL POPULATION			NONWHITE POPULATION			WHITE POPULATION		
	Standard Metropolitan Areas	Cities	Percent in Cities	Standard Metropolitan Areas	Cities	Percent in Cities	Standard Metropolitan Areas	Cities	Percent in Cities
TOTAL	79,951,233	49,456,411	61.9	8,091,623	6,414,761	79.3	71,859,610	43,041,650	59.9
Northeast	29,297,590	19,085,230	65.1	1,937,111	1,673,225	86.4	27,360,479	17,412,005	63.6
North Central	22,647,469	14,254,907	62.9	1,972,439	1,649,201	83.6	20,675,030	12,605,706	61.0
South	16,262,666	10,245,012	63.0	3,488,111	2,618,399	75.1	12,774,555	7,626,613	59.7
West	11,743,508	5,871,262	50.0	693,962	473,936	68.3	11,049,546	5,397,326	48.8
NORTHEAST									
New England	5,628,276	2,615,101	46.5	119,956	97,874	81.6	5,508,320	2,517,227	45.7
Middle Atlantic	23,669,314	16,470,129	69.6	1,817,155	1,575,351	86.7	21,852,159	14,894,778	68.2
NORTH CENTRAL									
E. N. Central	17,582,005	11,045,170	62.8	1,599,713	1,376,113	86.0	15,982,292	9,669,057	60.5
W. N. Central	5,065,464	3,209,737	63.4	372,726	273,088	73.3	4,692,738	2,936,649	62.6
SOUTH									
So. Atlantic	8,285,948	4,692,882	56.6	1,873,900	1,374,632	73.4	6,412,048	3,318,250	51.8
E. S. Central	3,136,517	1,910,622	60.9	810,735	590,778	72.9	2,325,782	1,319,844	56.8
W. S. Central	4,840,201	3,641,508	75.2	803,476	652,989	81.3	4,036,725	2,988,519	74.0
WEST									
Mountain	1,316,170	801,540	60.9	49,406	29,941	60.6	1,266,764	771,599	60.9
Pacific	10,427,338	5,069,722	48.6	644,556	443,995	68.9	9,782,782	4,625,727	47.3

metropolitan areas, has less housing, but usually takes over housing vacated by "Mr. Outside." The Commission on Race and Housing in its interim report entitled *Housing Problems of Minority Groups in the United States* (February, 1956) stated that while the nonwhite population increased 17.1 percent between 1940 and 1950 there was only a 14.9 percent increase in the number of dwelling units. In contrast, and for the same period, there was 14.1 percent increase in the white population and 23.6 percent increase in the number of dwelling units. In the main, "Mr. Inside" is not only limited in land area but is also piled up in the majority of our Standard Metropolitan Areas.

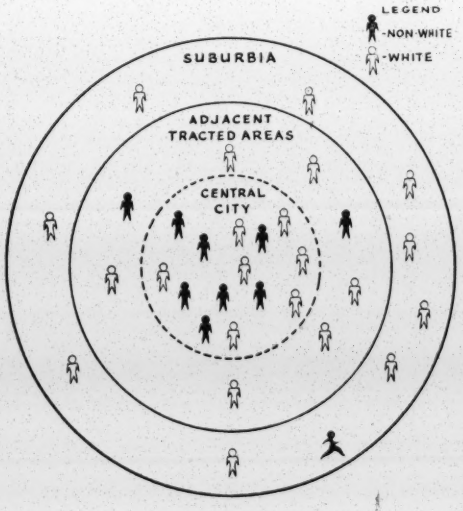

Fig. 1
"Hemmed In"

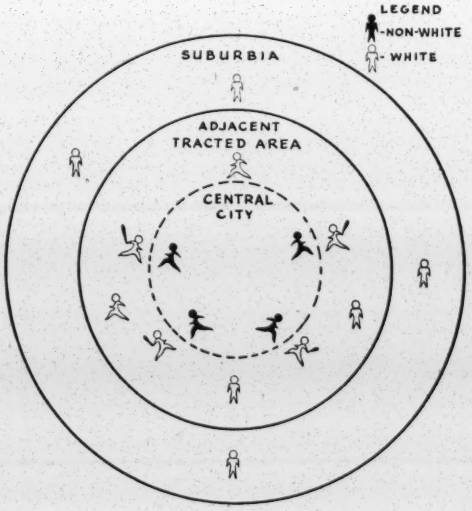

Fig. 2
"Finding a Soft Spot"

The antithesis of piling up is undoubling; so "Mr. Inside" frequently seeks more and better housing by penetrating areas hitherto inhabited exclusively by whites. In Army parlance, "finding a soft spot" relative to housing means that "Mr. Inside" or a representative persuades white home owners in adjacent neighborhoods to sell the property as sketched in Figure 2. The probe usually takes place in the adjacent blocks or neighborhoods, and the willingness of white home owners to sell to "Mr. Inside" averts violence and assures peaceful occupancy of the property or neighborhood. The initial entry of "Mr. Inside" into a block or neighborhood occupied by white residents is followed usually by the movement of friends of "Mr. Inside."

Finding a white home owner willing to sell to "Mr. Inside" is only the beginning of the problems confronting the purchaser. "Mr. Inside," with money in the bank and willing to pay inflated prices for used housing in old neighborhoods, must persuade the bank, savings and loan

TABLE 2

Percent Increase or Decrease in the Nonwhite and White Population in Thirteen Selected Cities According to Standard Metropolitan Area, City, Adjacent Census Tracts and Nontracted Areas Between 1940 and 1950

Cities	TOTAL				NONWHITE				WHITE			
	Standard Metropolitan Areas	Cities	Adjacent Census Tracts	Non-Tracted Areas	Standard Metropolitan Areas	Cities	Adjacent Census Tracts	Non-Tracted Areas	Standard Metropolitan Areas	Cities	Adjacent Census Tracts	Non-Tracted Areas
Total	26.6	15.0	54.3	18.9	59.9	59.9	63.0	53.3	23.8	9.7	53.9	17.6
Akron	20.1	12.2	27.9	56.7	90.3	94.0	30.7	106.2	17.8	7.9	27.9	56.0
Atlanta	40.0	9.6	66.4	175.0	20.9	16.1	22.0	81.0	47.6	6.2	76.2	197.7
Cincinnati	14.9	10.6	32.2	9.3	38.6	41.1	38.2	8.7	12.6	6.4	31.9	9.3
Cleveland	15.6	4.2	43.4	27.3	74.7	76.1	19.4	114.9	11.2	– 3.5	43.6	25.9
Dallas	54.3	47.4	56.6	79.0	35.1	13.4	– 23.2	166.7	57.8	54.4	63.8	67.5
Detroit	26.9	13.9	85.4	11.0	109.5	101.4	189.2	110.1	20.4	5.0	81.8	8.8
Flint	18.9	7.6	46.1	27.6	109.2	110.1	124.7	– 34.6	16.1	2.9	46.0	27.7
Hartford	21.1	6.7	38.7	41.4	77.8	78.9	65.9	83.9	19.5	3.4	38.5	41.2
Indianapolis	19.7	19.4	74.7	– 55.2	25.4	29.6	65.3	– 79.6	19.0	17.8	74.8	– 54.0
Los Angeles	49.8	31.0	80.0	8.1	115.8	116.2	129.9	– 12.2	46.7	25.1	78.8	8.5
Oklahoma City	33.3	19.1	95.8	112.3	30.3	15.0	7.5	55.3	34.6	19.6	98.5	120.7
Pittsburgh	6.3	0.8	13.4	3.9	21.6	32.9	6.1	9.5	5.4	– 2.5	13.7	3.8
St. Louis	17.4	5.0	35.2	30.8	42.9	41.4	48.2	41.4	14.4	– 0.6	34.1	30.4

association or life insurance company officials to advance mortgage money. Ofttimes legal, extra-legal and illegal acts and policies of local governments and representatives thereof may prevent "Mr. Inside" from moving into the white neighborhood. For example, racial zoning administered by city officials was a fact until the 1950's and in Birmingham, Alabama the building inspector's office could withhold "the certificate of occupancy" for reasons having to do with race.

Another sinister type of restrictive housing measure with respect to housing sub-divisions for "Mr. Inside" has been the requirement that developers establish buffer strips (unused land) of from twenty-five to one hundred fifty feet in width between the white and nonwhite residential areas. The cost of the unused buffer strip was simply added to the purchase price of the lot and assumed by "Mr. Inside." It was not until April, 1949 that Birmingham's buffer area zoning schemes were struck down by the Federal court as a confiscation of property and a violation of the Fourteenth Amendment.[2]

Most frequently "the break through" of "Mr. Inside" into white neighborhoods has been accompanied by violence and dynamiting. Figure 3 graphically shows the "battle of attrition" that develops between "Messrs. Inside and Outside" over the supply of housing in the central city and adjacent tracted areas. The penetration of "Mr. Inside" into new neighborhoods arouses the age-old myth that nonwhites depress property values, despite the fact that Belden Morgan, an independent appraiser and former deputy appraiser of the Federal Housing Authority office in Los Angeles, wrote that "the infiltration of Negro owner-occupants has tended to appreciate property values and neighborhood stability in contrast to its depreciating use by white families as a rental area.

The myths about "Mr. Inside" have become firmly entrenched in the mind of "Mr. Outside," developers, home buyers and renters and the economic penalties resulting from these myths have been very damaging to the total communities. For instance, the lending institutions, insurance companies, savings and loan associations and saving banks have been reluctant to finance housing; builders have shied away from constructing housing for "Mr. Inside," even in "safe" areas; indeed, home appliance and furniture dealers sell him fewer items. The most damaging result of the myths is that there has always existed an artificial shortage of land for "Mr. Inside." The artificial shortage of land and housing has not only meant less housing but also that both new and used housing cost "Mr. Inside" more than they cost others.

Both whites and nonwhites are great movers. An analysis of thirteen Standard Metropolitan Areas, selected because of comparability and availability of data between 1940 and 1950, showed that over twice

[2] Commission on Race and Housing, *Housing for Negroes in Atlanta and Birmingham* (Preliminary Report), (October, 1956).

as many nonwhites as whites moved to these cities. The percentage increase for "Mr. Inside" was 59.9 and 23.8 for "Mr. Outside," as can be seen in Table 2. The percentage increase of nonwhites in the cities of the Standard Metropolitan Areas was six and one-half times higher than that of whites. In Atlanta, Georgia, the nonwhite population increase in the city was 16.1 percent, 22.0 percent in the adjacent census tracts and 81.0 percent in the non-tracted areas; but the white population increased only 6.2 percent in the central city, 76.2 percent in the adjacent census tracts and 197.7 percent in the non-tracted areas.

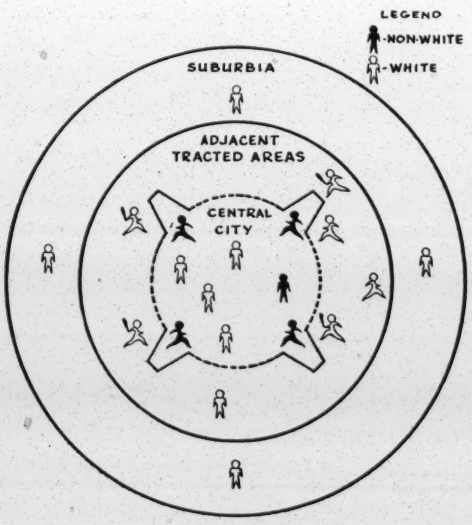

Fig. 3
"The Break Through"

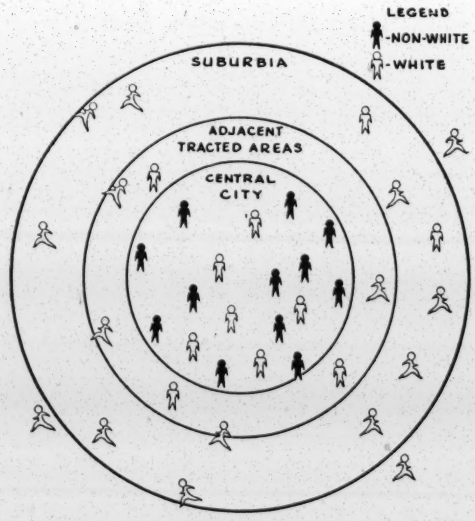

Fig. 4
"To the Outskirts of Town"

The percentage of nonwhites living in the central cities, adjacent census tracts and non-tracted areas of the thirteen Standard Metropolitan Areas in 1950, as revealed in Table 3, was approximately the same as for 1940. The proportion of the white population residing in the central cities of the selected cities was less in 1950 than in 1940, higher in the adjacent census tracts and about the same in the non-tracted areas.

The increase in population, the ease of obtaining loans insured by the Veterans Administration and the Federal Housing Administration [3] and conventional loans, the dearth of suitable building sites, the desire to have new homes in new neighborhoods and the myths about "Mr. Inside" have been contributing factors to "Mr. Outside" moving "to the outskirts of town," as indicated in Figure 4. Flight to suburbia by "Mr. Outside" does not automatically guarantee that "Mr. Inside" will obtain a used home, especially if there is a corresponding or greater

[3] "Values in Transition Areas: Some New Concepts," *The Review* (March, 1952), 5.

TABLE 3

Number and Percent Distribution of the Nonwhite and White Population in Thirteen Selected Standard Metropolitan Areas†: 1940 and 1950

Area	1950						1940						1950		1940	
	Total		Nonwhite		White		Total		Nonwhite		White		NW	W	NW	W
S. M. A.	16,851,339	100.0	1,639,411	100.0	15,211,928	100.0	13,309,129	100.0	1,025,418	100.0	12,283,711	100.0	9.7	90.3	7.7	92.3
Cities	8,823,932	52.4	1,297,110	79.1	7,526,822	49.5	7,671,087	57.6	811,377	79.1	6,859,710	55.8	14.7	85.3	10.6	89.4
Adjacent Tracts	5,779,189	34.3	237,883	14.5	5,541,306	36.4	3,746,521	28.2	145,921	14.2	3,600,600	29.3	4.1	95.9	3.9	96.1
Non-Tracted Areas	2,248,218	13.3	104,418	6.4	2,143,800	14.1	1,891,521	14.2	68,120	6.6	1,823,401	14.9	4.6	95.4	3.6	96.4

† The thirteen selected Standard Metropolitan Areas are: Akron, Ohio; Atlanta, Georgia; Cincinnati, Ohio; Cleveland, Ohio; Dallas, Texas, Detroit, Michigan; Flint, Michigan; Hartford, Connecticut; Indianapolis, Indiana; Los Angeles, California; Oklahoma City, Oklahoma; Pittsburgh, Pennsylvania; and St. Louis, Missouri.

increase in the white population. The left-behind "Mr. Inside" is still plagued by the financial and racial web when attempting to purchase used or new housing in the central city. For example, George S. Harris of the Metropolitan Assurance Company was quoted in the *Afro-American Weekly* (June 11, 1955) as stating that "White loan companies will refuse to lend money for houses (for Negroes) beyond 89th Street on the Southside" in Chicago, Illinois. Mr. Harris revealed that the previous boundary had been 67th Street.

In large northern metropolitan areas like Philadelphia, Pennsylvania and Cleveland, Ohio, the flight of "Mr. Outside" to the adjacent census tracts may be slow and extended over long periods of months or years. In Atlanta, Georgia, a southern metropolis, neighborhoods involving several hundreds of houses have changed from white to nonwhite in relatively short periods of time. In the process of "Mr. Outside" selling property to "Mr. Inside" and moving to the edge of suburbia, a very fundamental question has not been answered to date. Who gains or loses in the process of racially changed neighborhoods? This difficult question needs to be answered by economists for both "Messrs. Inside and Outside." Does "Mr. Outside" prolong his paying on a mortgage by buying a new home in suburbia at inflated prices and higher interest rates just to be away from "Mr. Inside?" Does "Mr. Outside" get as much floor space in suburbia as he had in the home sold to "Mr. Inside?"

The expense of "Mr. Outside" moving to suburbia is multi-dimensional. The cost of relocating "Mr. Outside" in suburbia or in areas distant from "Mr. Inside" is shared by the tax payers left behind, the businessman and the new suburbanite himself. Figure 5 indicates that all of the city services such as water mains, gas lines, telephone lines, bus lines or transportation and electric lines must be extended to adjacent census tracts and suburbia that have now been inhabited by the more affluent "Mr. Outside." Elementary and high schools must be built in suburbia for the children of "Mr. Outside" and the same must be done for the children of "Mr. Inside" in the central city; so bond funds must be provided in order to meet the new emergency. Expensive expressways are in process of being constructed at an estimated cost in excess of a million dollars per mile, but it is most unlikely that "Mr. Inside" will utilize these highways going to and from work.

The extension of urban transportation lines from the central city to the adjacent census tracts and to suburbia usually increases the operational costs of the companies. Increased expenses of operating extended lines can be met only by improved and economical equipment and increased fares which are borne mostly by the left-behind "Messrs. Inside and Outside." In Atlanta, Georgia for example, the five best paying lines (excluding the Shoppers Special) have an average mileage from center to outlying terminal of 2.9 miles, the Irwin-West Hunter, Mc-

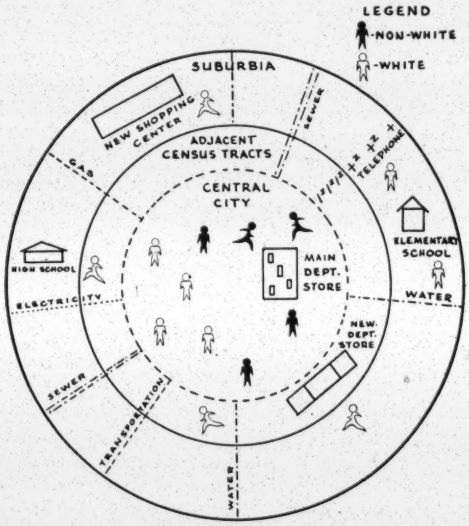

Fig. 5
"Safety Is Expensive"

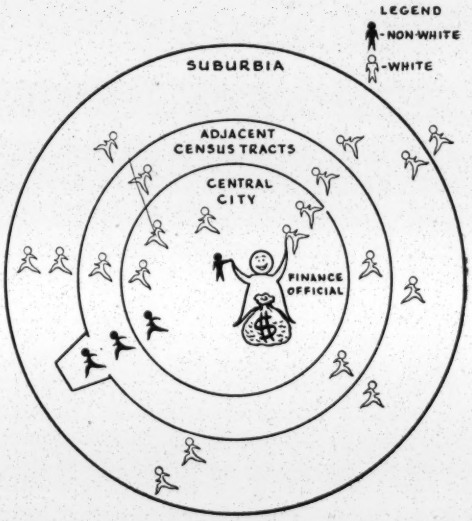

Fig. 6
"Five Star General"

Daniel Street, Decatur-Magnolia Street, West Fair and The Cascade Heights-Ansley Park lines.[4] All but the Cascade Heights-Ansley Park line haul nonwhites almost exclusively.

The Atlanta Transit report further showed that the "revenues of the best paying lines are 84 and 99 cents per mile"[5] whereas a "trolley

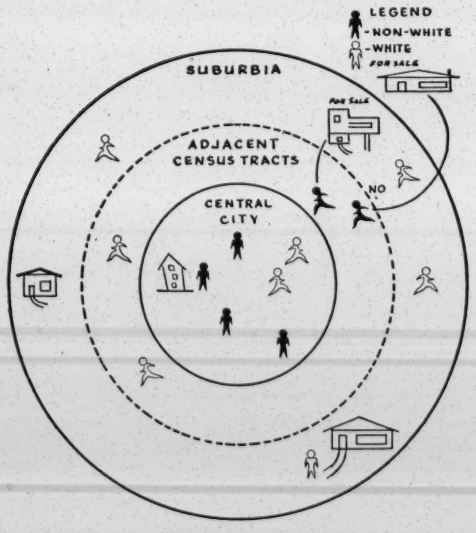

Fig. 7
"The General"

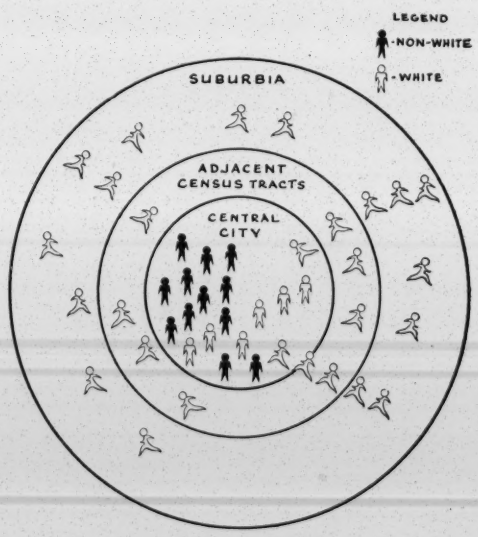

Fig. 8
"The Trek Back Home"

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4 Georgia State Senate Transit Study Committee, "A Plan for Transit Improvement in the Metropolitan Area of Atlanta," November, 1953, page 40.
5 *Ibid.*

travelling the length of Route 23, distance of 10 miles, will produce an average of 47.7 per mile with 34 passengers at an average fare of 14 cents each,"[6] which was one cent less than the regular fare charged in 1953. It was also reported that "the broad spread in revenues per mile between these two extremes is a function of the length of route and the riding habit of the population within the area served."[7] In essence, "Mr. Inside" gave "Mr. Outside" one cent on his transportation bill to areas that excluded "Mr. Inside." Would the opening up of all housing areas to "Mr. Inside" assist in improving our "sick" transportation systems throughout the Nation?

The more enlightened businessmen in some few metropolitan areas are facing up to the problems created by the flight of the affluent "Mr. Outside" to suburbia. In New York City, Mr. Frederick H. Allen, president of a planning consultant's firm, headed a committee of businessmen that issued a report which stated that the loss of middle and upper income families to suburbia is directly related to the serious financial status of the City and its future.[8] At the recent conference of the Connecticut General Life Insurance Company on the Federal highway program, Mr. James Scheurer warned that profound social and economic consequences can occur if, within a decade, the nation's major cities become masses of low income Negro workers surrounded by rings of white suburbs.[9]

In suburbia, "Mr. Outside" spends more of his income for transportation than was spent while he lived in the central city. "Mr. Outside" travels longer distances to and from work, and in many cases the distances are so great that "he meets himself going and coming." Living in suburbia almost demands that "Mr. Outside" have two automobiles, especially if "Mrs. Outside" has to take the children to school over long distances or if she is employed also. In the main, however, increased cost of transportation represents a minor consideration in the higher plane of living of "Mr. Outside" in suburbia.

The individuals who, by and large, determine whether "Messrs. Inside and Outside" will have a new or used home in the central city, in adjacent census tracts, or in suburbia, swimming pools, picture windows, imported cars and power mowers are the officials of lending institutions. These custodians of funds are among the chief strategists in the urban revolution, and may be referred to as the "Five Star General" in Figure 6. It is within the power of the officials of savings and loan associations, savings banks and insurance companies, and, more recently, officials of labor unions with large reserve funds, to determine the tempo and extent of the urban revolution involving "Messrs. Inside and Outside."

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6 *Ibid.*
7 *Ibid.*
8 The New York *Herald Tribune*, August 30, 1954.
9 *The American City*, November, 1957.

The "Five Star General" may or may not approve the application of "Mr. Inside" to purchase the old home of "Mr. Outside"; he may like or dislike the area to which "Mr. Outside" desires to move, and he may accept or reject the type of materials that go into the houses of both "Messrs. Inside and Outside." *Fortune Magazine* estimated that life insurance companies absorbed 22.8 percent of the mortgages through 1954,[10] and that "life insurance companies have taken up about one-third (over six billion dollars) of the FHA mortgages outstanding and about a fifth (over four billion dollars of the mortgages issued,"[11] but this estimate does not include the millions of dollars that the eight hundred seventy-seven life insurance companies absorbed in conventional mortgage loans, nor does it include "a $250 million loan from the Prudential Insurance Company of America that will run at least twenty-eight years and possibly until the year 2054"[12] made to the Chrysler Corporation for the manufacture of cars to be sold to "Messrs. Inside and Outside."

Other strategists on the staff of the "Five Star General" are real estate brokers, mortgage brokers, loan correspondents, and builders or developers of subdivisions. The loan correspondents and mortgage brokers are responsible for placing the funds of the "Five Star General" in housing, while the real estate broker and builder or developer buy and develop land for houses for "Messrs. Inside and Outside." The "Five Star General" and his staff comprise a somewhat important group in making available and distributing the supply of housing in the central city, adjacent census tracts and suburbia.

The "Five Star General" was portrayed by nine officials of white savings and loan associations who protested the issuing by the Federal Home Loan Bank of a charter to Negroes to operate a savings and loan association in Birmingham, Alabama. The protestants attempted to prove at the Hearing that the white savings and loan associations were making available enough mortgage money to "Mr. Inside" by stating that the associations had made about 2,306 loans to him, that the unpaid balance of five million dollars on total loans of seven million dollars indicated nonwhite mortgage money was available and that "the Negro in our area is essentially not a saver."[13] Fortunately, the Home Loan Bank Board did not accept the specious arguments of the protestants and issued the charter to the Negroes, who, within one year after receiving the right to organize a savings and loan association, were able to establish their own organization with a million dollars in assets.

Land and housing are developed by "The General," as shown in Figure 7. "The General" buys land, may or may not receive assistance from

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10 *Fortune Magazine*, "Life Insurance: 84 Billion Dollar Dilemma" (February, 1955), 113.
11 *Ibid.*, p. 186.
12 *Ibid.*, p. 114.
13 A. G. Gaston, *et. al.*, "Hearings Before the Home Loan Bank Board" (Washington, D. C.), January 12, 1956.

the city in installing the street and utilities, and builds the houses. To a very great extent "The General" determines whether the houses will be sold to "Messrs. Inside or Outside," the economic characteristics of the neighborhood with respect to the sale price of the houses and the general pattern of growth of our cities. It is not uncommon for "Mr. Inside" in Atlanta, Georgia, to receive a letter inviting him to buy a lot in a particular subdivision providing that "you be of the white race and at least twenty-one years of age."

"The General" of Levittown, Long Island, built 17, 447 low-cost houses on a former potato field between 1947-1951. The same "General" has built a "development of the same size near the Fairless Works" in the metropolitan area of Philadelphia. It has been only in recent months that "Mr. Inside" has been able to purchase a house in Levittown, Pennsylvania, through a former white owner other than "The General." Very few, if any, "Generals" have sufficient capital to accomplish what the "General" of Levittown did; therefore, it must be assumed that both subdivisions were made possible by officials of lending institutions — "The Five Star General."

Renewing worn out and blighted sections of our metropolitan areas will make "the trek back home" possible for "Mr. Outside" as seen in Figure 8. Living downtown may be more pleasant for the inconveniented "Mr. Inside" and "Mr. Outside." While both "Messrs. Inside and Outside," in cooperation with the Federal government, desire to renew the cities in order to make them more efficient, improve transportation and communication and make them desirable places for living, it is the responsibility of both of them to see that the process is carried out democratically. The Federal government, also a "Five Star General" because two-thirds of the net cost of urban renewal projects and ninety percent of the money for the inter- and intra-urban expressways comes from Washington, should not make the same mistakes of "The General" of Levittown.

Reprinted from PHYLON, the Atlanta University Review of Race and Culture, First Quarter, 1958.

June 5, 1958

MINUTES: Board of Directors - Atlanta Urban League

ATTENDANCE: Mr. Abram, Mr. Blayton, Mr.Brooks, Dr. Clement, Mr. Cousins, Mrs. Curry, Mrs. Gershon, Mr. Henderson, Rev. McMains, Mr. Paschall, Mrs. Pauley, Mrs. Pendergrast, Mr. Sanders, Mrs. Selvage, Mrs. Thomas, Dr. Westerfield

STAFF: Mrs. Hamilton, Mr. Thompson, Mrs. Brisbane, Mrs. Mickens

* * * * *

The regular monthly meeting of the Board of Directors was held on Thursday, June 5, in the office of the League. The meeting was called to order by the Chairman, Mr. Blayton. Dr. Clement offered prayer and the minutes of the previous meeting were adopted.

New members of the Board, Mr. F. V. Brooks, Mrs. Frances T. Pauley, Mrs. Brittian Pendergrast, Mrs. James J. Selvage, and Dr. S. Z. Westerfield, were extended a warm welcome. They introduced themselves and the Chairman introduced other members.

OLD BUSINESS: Copies of a report of the Employment Opportunities Sub Committee were distributed. Explanation of the report was made by Mrs. Hamilton. She also stated the purpose of the committee for the benefit of new members. Other members of the Board desiring to work with the committee were invited to do so. (Summary of Atlanta Negro Graduates for 1958, is attached).

NEW BUSINESS: A financial report of operating income and expenses by categories, and a review and evaluation of the program operations for the year was made by the Executive. She pointed out that the agency's financial status is far better this year than last year. Suggestion was made that in the future, such a report be presented in comparative form.

PROGRAM REPORTS: -Community Services- Mrs. Brisbane reported that the 1958 Community Chest Campaign was a success, due largely to the organization and work of the House-to-House Division (approximately 500 volunteers). This division raised $18,700.00 to surpass its quota.

Field work training was carried out in the usual manner with one exception. The department prepared a work plan which was used as a teaching guide. This plan was used by the Atlanta University School of Social Work as a demonstration to other supervisors in other agencies to help develop proper training programs.

Referral services numbered approximately twelve cases of individuals who came to the agency for help. Proper referrals were made and all agencies have cooperated in informing the agency of their final disposition of the cases.

Consultative services were given to two committes of Girl Scouts, Child Service Association and the South Atlanta Health Fair Committee.

The Neighborhood Council of the Atlanta Urban League held its Annual Meeting this year with approximately 150 persons present. The Council plans to contribute $150.00 to the League for memberships. The Council stands as a major public relations vehicle for the Atlanta Urban League.

The new activity for 1958, was the development of the South Atlanta Community Council. Representatives of the Council include people of the Housing Authority, Board of Education, Bethlehem Community Center, churches in the area, and the Juvenile Court. Mrs. Brisbane called attention to the fact that two other sections of the city, Northwest, Decatur and DeKalb Counties would benefit greatly from similar Councils. This however, would require additional staff, concluded Mrs. Brisbane. (Full report available in office).

Housing:- Mr. Thompson reported that during the last five months, he has been working with a group in an effort to construct cooperatively, thirty houses. A cooperative corporation has been formed and a commitment of $400,000 is expected by July for the construction of homes. Thirty-two houses in the $16,000 to $21,000 class have been approved for construction adjacent to and North of the project. In the Poole Creek area, 104 relocation houses are planned. Forty-nine dwellings are under construction. Recommendation has been made to the Housing Authority that the Eggelston Hospital Site be used for public housing. Plans are in process for building thirty-nine rental houses under the 221 program. Other relocation areas are Ben Hill and the property Northwest of Perry Homes.

Mr Thompson said, attempts to block Negroes from moving into certain areas continue and it is estimated there will be a need for 1700 new units in Atlanta a year due to increasing population.

Mention was made that the E. P. Johnson School is located in the renewal area. A study of the area now under way will help to determine what happens to the school.

Health and Hospital Services:- Mrs. Hamilton called the attention of the Board to a Resolution submitted on May 27, by the Advisory Board of Trustees of Hughes Spalding Pavilion to the Hospital Authority. (Copy available). The purpose of the Resolution was to indicate the importance of taking the necessary steps to secure support for a teaching program in internal medicine as a complement to the program in Surgery which is getting under way.

Mrs. Hamilton stated that the program of the League has developed to a point where there are pressing needs for increased resources. She mentioned the areas in which additional resources are needed as: (1) improved and expanded physical facilities; (2) support in terms of fellowship grants to enable the agency to have among its trainees, second year students from the Atlanta University School of Social Work for a block field placement with the agency,

and (3(the pressing demands for assistance in the development of COMMUNITY COUNCILS on the pattern of the South Atlanta Coordinating Committee in other sections of the Metropolitan area affected by expanding Negro population, and for additional staff assistance in the housing department. She mentioned the difficulty in securing the needed additional finances from the Community Chest, and proposed that the Board consider the development of proposals which may be presented to Foundations.

Dr. Clement suggested that the agency continue to make requests of local Foundations.

The Chairman expressed appreciation for staff reports and remarks made by the Executive, and suggested that further consideration be given possibilities mentioned by the Executive at a later meeting. He announced that the Board would not meet during the summer, but urged cooperation of members if called upon to work on special projects.

The meeting was adjourned.

Respectfully submitted,

J. B. Blayton, Sr., Chairman

Rebecca M. Gershon (Mrs. Harry M.)
Secretary

June 3, 1958

SUMMARY OF GRADUATES - ATLANTA HIGH SCHOOLS AND COLLEGES

JUNE - 1958

I. NUMBER OF GRADUATES BY SEX

High Schools	Boys	Girls
Archer	48	56
B. T. W. (Night)	27	67
B. T. W.		
Carver		
Howard	84	123
Price	77	100
Turner	71	103
Colleges		
Clark	24	67
Morris Brown	41	82
Spelman		77

II. PLACES OF RESIDENCE OF COLLEGE GRADUATES

	Atlanta	Georgia	Other
Clark	28	30	33
Morris Brown	45	49	29
Spelman	37	15	25

III. HIGH SCHOOL GRADUATES PLANNING FOR COLLEGE OR SEEKING EMPLOYMENT

	Planning for College		Seeking Employment	
	Boys	Girls	Boys	Girls
Archer	15	22	30	32
B. T. W. (Night)	16	22	6*	10*
Howard	35	87	160	
Price	35	60	77	80
Turner	27	38	44	65

*Already employed

IV. FIELDS OF CONCENTRATION OF COLLEGE GRADUATES

	Clark	Morris Brown	Spelman
ART			9
BIOLOGY	1	9	7.5
BUSINESS ADMINISTRATION	7	3	
BUSINESS EDUCATION	1		
CHEMISTRY	4	1	1.5
ELEMENTARY EDUCATION	30	41	
ENGLISH	3	9	10
FRENCH	3	2	3
HISTORY		1	1.5
HOME ECONOMICS	3	2	5
MATHEMATICS	4	1	2
MUSIC	2	9	5
PHYSICAL EDUCATION		11	3
PHILOSPHYY & RELIGION	1	1	
PSYCHOLOGY			7
SECRETARIAL SCIENCE	10	14	
SOCIAL SCIENCE	22		22.5
SOCIOLOGY		13	
SOCIAL STUDIES		6	

Compiled by the Employment Committee of the
Atlanta Urban League's Board of Directors

BOARD OF DIRECTORS - ATLANTA URBAN LEAGUE

1958-'59

Name	Business Address	Zone No.	Tele. No.	Residence	Term Expires
Abram, Morris B.	1504 Healey Building	3	JA 5-3472	3620 Ridgewood Road, N. W.	1959
Blayton, J. B., Sr.	205 Auburn Ave., N. E.	3	JA 3-8282	1235 Hunter Road, N. W.	1961
Brooks, F. V.	229 Auburn Ave., N. E.	3	JA 1-2305	2875 Baker Ridge Drive, N. W.	1961
Bullard, Miss Helen	Whitehead Building	3	JA 2-3593	199 - 11th Street, N. E.	1951
Cannon, W. S.	859½ Hunter Street, N. W.	14	JA 2-9699	956 Washington Place, S. W.	1960
Clement, R. E.	Atlanta University	14	JA 3-6431	691 Beckwith Street, S. W.	1960
Curry, Mrs. T. L.	Spelman College	14	PL 3-0593	50 Whitehouse Drive, S. W.	1961
Foster, Mrs. Guthrie	210 North Ave., N. W.	8	TR 4-8923	210 North Avenue, N. W.	1961
Gershon, Mrs. Harry M.		6	DR 3-6837	1336 Harvard Road, N. E.	1959
Hammer, Philip G.	70 Fairlie Street, N.W.	3	JA 4-6441	3483 Ridgewood Road, N. W.	1959
Henderson, J. R.	1041 Kerry Drive, N. W.	18	SY 4-1591	1691 Simpson Road, N. W.	1960
Hill, Jesse, Jr.	148 Auburn Avenue, N. E.	3	JA 1-0513	360 Simpson Terrace, N. W.	1960
Jett, A. V.	9½ Ashby Street, N. W.	14	JA 2-3492	1158 Fountain Drive, N. W.	1961
McClatchey, Marvin, Jr.	1581 Huber St., N. W.	18	SY 4-4488	3355 Ridgewood Road, N. W.	1959
McMains, Harrison	Christian Council 167 Walton Street, N. W.	3 3	JA 3-2796	2558 E. Densley Drive Decatur, Georgia	1961
Milton, L. D.	212 Auburn Ave., N. E.	3	JA 4-0614	529 Waterford Road, N. W.	1961

Name	Business Address	Zone No.	Tele. No.	Residence	Term Expires
Pauley, Mrs. Frances T.		7	DR 3-6735	943 Clifton Road, N.E.	1961
Paschall, Walter	1601 West Peachtree, N. E.		TR 5-7221	899 Briarcliff Road, N. E.	1961
Pendergrast, Mrs. Brittian		5	CE 3-8103	1700 W. Paces Ferry Rd,N.W.	1961
Richardson, H. V.	Gammon Theo. Seminary	9	MU 8-8311	9 McDonough Blvd., S. E.	1960
Sanders, James C'Hear		5	CE 3-2530	67 Blackland Road, N. W.	1960
Selvage, Mrs. James J.		3	CE 7-6109	2520 Peachtree Road, N.W.	1961
Shulhafer, Philip E.	245 N. Highland Ave., N. E.	12	JA 5-5311	2637 Dellwood Drive, N.E.	1959
Thomas, Mrs. W. C.	Spelman College	14	SY 4-1507	10 Anderson Avenue, N. W.	1961
Walden, A. T.	28 Butler Street, N. E.	3	JA 3-0551	980 Westmoor Drive, N. W.	1959
Westerfield, S. Z.	Atlanta University	14	JA 3-6431	634 Beckwith Street, S. W.	1961
Wilson, Mrs. J. R., Jr.		14	PL 5-1371	1487 Mozley Drive, S. W.	1959
	Associate Members				
Cousins, M. L.	State Office Bldg.	3	MU 8-2390	755 Greenview Avenue, N. E.	
Fleming, Harold C.	163 Auburn Avenue, N. E.	3	JA 2-8764	210 North Avenue, N. W.	
Kahn, Edward M.	41 Exchange Place, S. E.	3	JA 5-4825	55 Brighton Road, N. E.	
Yates, Mrs. Mae M.	300 Roy Street, S. W.	10	MU 8-3203	1221 Hunter Road, N. W.	
	Ex-officio Member				
Davis, Mrs. Mayme B.	100 Bell Street, S. E.	3	JA 3-1233	879 Coleman Street, S. W.	

July 29, 1958

Mr. Robert Thompson
Atlanta Urban League
239 Auburn Avenue, N. E.
Atlanta, Georgia

Dear Mr. Thompson:

This letter is a follow-up to our telephone conversation of last Friday. I have discussed with Harold Fleming and Machion Garrison the matter of assigning Mr. Garrison to you for on-the-job training in the field of housing. As we see it, there are four areas of agreement that need to be spelled out:

(1) Mr. Garrison will work under your direct supervision in the field of housing for a period of six weeks - August 4th-September 12th inclusive. During the last two weeks in September, Mr. Garrison is to prepare an evaluation of his year as intern.

(2) The Southern Regional Council will continue to pay Mr. Garrison's salary during this period. Unfortunately, the funds for administrative overhead of this internship were exhausted by the Chicago Seminar and the Fisk Race Relations Institute.

(3) In the event that Mr. Garrison is offered and accepts regular employment during this period he will be released.

(4) You, Mr. Garrison, and I will periodically review the training experience - this at your convenience.

It is my belief that under your direction Mr. Garrison will get just about the finest training possible in the field of housing. Both he and we at SRC are grateful to you and the Atlanta Urban League for this opportunity.

Sincerely,

Frederick B. Routh
Assistant Director

FBR:ls

SOUTHERN REGIONAL COUNCIL, INC.
Atlanta, Georgia

MEMORANDUM

To: Harold Fleming

From: Fred Routh

Re: Assignment of Intern to Atlanta Urban League for Orientation in Housing.

Mr. Thompson of the Atlanta Urban League stopped by the office this morning and we discussed the letter of agreement re: assigning Machion Garrison to his supervision for orientation in the field of housing for a six week period. We agreed the letter was satisfactory.

We discussed the scope and nature of the orientation program and agreed on the following:

(1) Relocation. Action research project securing information on persons applying for relocation to determine where they now live, place of employment, amount of income, and location of 221 housing acceptable to them.

(2) Public Housing. Acquaintance with history of public housing, its current status, and proposed plans for extension - with special emphasis on Atlanta.

a. Meeting personnel in Public Housing in Atlanta
b. Acquaintance with Urban Renewal plans in Atlanta

(3) Financing. Acquaintance with financing of FHA 203 and 221 housing and the various Public Housing Acts.

(4) Private Housing for Negroes. Acquaintance with private housing developments in Atlanta - existing, under construction, and planned.

a. single unit
b. multiple unit
c. cooperatives

FHR:ls

September 11, 1958

MEMORANDUM:

To: Board of Directors
ATLANTA URBAN LEAGUE

From: (Mrs.) G. T. Hamilton, Executive Director

Re: Summary of Summer Activities

# # # #

The summer months have been busy ones for the Atlanta Urban League staff. We believe that you will be interested in a summary of what has concerned us.

STAFF

Clarence Coleman, who was on leave for study at the New York School of Social Work during the academic year of 1957-1958, returned to the position of Community Services Secretary in mid-June. There was opportunity for him to confer with Mrs. Kathryn Brisbane, about the program of the past year and plans for the coming year, before she left the staff in mid-July. She, her husband and daughter, are now at Patna University, Patna, India, where Dr. Brisbane will fill a Fulbright Lectureship during 1958-1959.

Mrs. Brisbane and Mrs. Hamilton attended a seminar for Community Organization Professionals in Chicago during June.

Mr. Thompson attended the National Association of Planning Officials meeting in Washington during June. He and Mrs. Hamilton attended a two-day conference on Problems of Metropolitan Government, also in Washington during June. Mr. Thompson was a program participant during the meeting of the National Association of Real Estate Brokers which met in Atlanta in August. He spoke about the importance of mobilizing the financial resources of Negro citizens in order to increase the available economic assets for home financing, and proposed a plan for the Association to help toward this end.

We have continued to meet requests for briefing and interpretation on the Atlanta Negro community for members of the press, foreign visitors and other persons. In some cases, subsequent articles in the press have added to the public's understanding of some of our concerns. (Copies of articles are on file).

GRAND JURY

During July, twelve Negro citizens were invited to appear informally before the July-August Grand Jury. The presentations made by the group concerned a wide range of conditions existing in the community of which the development of crime and delinquency are symptomatic. Population density in

parts of the city, sub-standard housing, inadequate public recreational facilities and leadership; over crowded schools, dual standards in the administration of justice, limited job opportunities in both public and private economic institutions, were specifically mentioned. Recommendations included an increase in the number of Negro policemen, for Negro school detectives and for Negro investigators in the Criminal Court of the county; for an increase in the number of Negroes on Grand and Petty Juries. The Grand Jury's recommendation that the Citizens Crime Commission should be bi-racial is significant. One member of the Atlanta Urban League Board and the Executive were members of the group that appeared.

CITIZENS ADVISORY COMMITTEE ON URBAN RENEWAL

The Citizens Committee on Urban Renewal has been expanded and sub-committees have been designated. In addition to the executive committee, there are sub-committees on Health and Welfare, Public Information, Residential Expansion, Rehabilitation, and Land Development. There are eight members of the Atlanta Urban League Board and staff working with the Urban Renewal Committee.

COMMUNITY CHEST CAMPAIGN

The Chairman of the Negro Division of the Community Chest Campaign is Dr. Harry V. Richardson of the Atlanta Urban League Board. Mrs. Roberta Parks, who received the Atlanta Urban League's Community Services Award, is again serving as Chairman of the House to House Division. This Division will work in 51 sections and has a quota of $18,500.00. Mr. Coleman, the Executive Secretary for the Division, reports that 49 of the 51 section leaders have been secured. The campaign opens on September 29, with a total goal of $2,359,656.00.

SPALDING PAVILION OF GRADY HOSPITAL

The first resident in the graduate surgical training program is Dr. Ross Miller, who began work with Dr. Asa G. Yancey in July. Dr. Miller is a graduate of Howard University Medical School. His graduate training prior to Spalding, includes an internship at Jersey City, New Jersey Medical Center, two years in general surgery at the Tuskegee Veterans Hospital, two years at the National Institute of Health Cancer Research, New York City, and one year at the Bronx Veterans Hospital, New York.

Both the total patient load and the number of surgical patients have shown a marked increase. The number of surgical patients has increased from 123 in March to 205 during July. The daily patient load reached an all time high of 116 during August.

The Advisory Board of Trustees is continuing its efforts to make possible graduate training in other clinical areas.

ATLANTA URBAN LEAGUE MEMBERSHIP

Mrs. Mickens, our Membership Secretary, reminds us that the budgeted quota of $1,927.00 is in considerable deficit. Only $880.00 was in hand from membership on August 31. This leaves only four months to secure $1,047.00 in membership contributions. Only two board members suggested names of persons to be invited to membership. The response from these

persons produced two new members.

As you know, a deficit at the end of 1958 will be serious. We therefore urge each member of the Board to help by personally trying to secure membership contributions for the Atlanta Urban League during the next three months. If there are ways in which the office can be of assistance in your efforts, please call us.

OFFICE

The office facilities have been redecorated during the summer, and minor rearrangements making for improved functioning have been completed.

We look forward to seeing you at the next meeting in October. Notices will be sent. Please return the enclosed postal indicating which days and weeks of the month are best for you.

September 29, 1958

Dear Grace:

Enclosed are copies of the various ordinances and other documents creating community relations groups. It will be fine if your efforts lead to some creative thought along these lines here in Atlanta.

Yours,

Mrs. Grace Hamilton
Atlanta Georgia
Atl. Urban League

~~To HCF~~ —

1. City of New York

2. State of Wisconsin

3. City of Cincinnati

4. City of Chicago

5. State of Maryland

6. City of Buffalo

7. Dade County, Fla.

M. M.

October 15, 1958

Dear Rabbi Rothschild:

The officers, directors, and staff of the Atlanta Urban League, like the majority of our fellow Atlantans, were appalled by the dynamiting of THE TEMPLE of the Hebrew Benevolent Congregation on Sunday morning, October 12th.

We express our deepest concern to Rabbi Jacob M. Rothschild, Mr. William B. Schwartz, Jr., President of the Congregation, and members of this esteemed religious group whose program must of necessity, be greatly disadvantaged by this wanton act of violence. Although this house of worship was the immediate target, in reality, it was all of Atlanta that was blasted by those who performed this cowardly deed.

We commend Mayor William B. Hartsfield for the speed and determined action with which he mobilized the law enforcement agencies of the city in search for the guilty. We are confident that everything possible will be done to apprehend and bring the guilty to justice.

It is not enough, however, for the citizens of Atlanta to deplore what has been done. We must rally our entire civic resources for both immediate and long range planning to prevent recurrence of any such acts. When this is done, this tragic incident will provide some meaningful lessons.

Sincerely yours,

J. B. Blayton, Sr.
Chairman

Mrs. Harry M. Gershon
Secretary

(Mrs.) G. T. Hamilton
Executive Director

Rabbi Jacob M. Rothschild
The Temple of the Hebrew Benevolent Congregation
1589 Peachtree Road, N. W.
Atlanta, Georgia

GTH:mm

HCF

October 14, 1958

MINUTES: BOARD OF DIRECTORS - ATLANTA URBAN LEAGUE

ATTENDANCE: Mr. Blayton, Mr. Brooks, Miss Bullard, Mr. Cannon, Mrs. Curry Dr. Clement, Mrs. Gershon, Mr. Hill, Mr. Jett, Rev. McMains, Mr. Paschall, Mr. Shulhafer, Mr. Walden, Dr. Westerfield, Mrs. Wilson

STAFF: Mrs. Hamilton, Mr. Thompson, Mr. Coleman, Mrs. Mickens

# # # # # # #

The regular meeting of the Board of Directors of the Atlanta Urban League was held on Tuesday, October 14th at 3:30 o'clock in the office of the League. The meeting was called to order by the Chairman, Mr. Blayton. Dr. McMains offered prayer.

The agenda included:

1. Report of the Treasurer
2. Presentation of the Budget Request for 1959
3. Proposals for Board Action

Copies of the above reports were distributed. Following presentation of the reports by the Treasurer and a brief discussion, the reports were unanimously approved. (Copy of Financial Statement attached; Budget Request is on file).

The Executive presented a resolution for Board consideration, deploring the bombing of THE TEMPLE on Sunday, October 12, commending the Mayor for his prompt and vigorous action; and suggesting the creation of an official "Community Relations Commission" by City Government as a means of mobilizing the constructive community forces to prevent similar incidents in the future.

Following discussion it was agreed: (1) to separate the ideas and to send a resolution of concern for the bombing to the Rabbi of the Temple and commendation for the Mayor's action; (2) to develop other means to encourage consideration of a "Community Relations Commission" through discussion of the idea with the Mayor and other appropriate persons. Messrs. Clement, Chairman, Shulhafer and Westerfield were appointed as such a committee to consider #2 above.

Several persons spoke of the importance of individuals writing their approval to the Atlanta Constitution and its Editor, Mr. McGill, for the splendid editorials and columns by Mr. McGill and Mr. Harold Martin, which appeared during the week following THE TEMPLE bombing. The Executive was asked to write for the Board of Directors.

The Chairman called attention to the rehabilitated offices and announced that the work was made possible by donors who preferred to remain anonymous. The design was provided by Miss Carolyn Becknell of Becknell Associates. Members suggested that a letter expressing appreciation of the Board be sent to Miss Becknell.

The meeting was adjourned at 4:30 o'clock.

Respectfully submitted,

J. B. Blayton, Sr., Chairman

Rebecca M. Gershon, (Mrs. Harry M.)
Secretary

Enclosures: Statement of Financial Condition
as of September 30, 1958

Resolution to Rabbi Rothschild

THE ATLANTA URBAN LEAGUE
STATEMENT OF CONDITIONS
AS OF SEPTEMBER 30, 1958

RESOURCES::		
Cash in Bank	1183.20	
Cash in Office	25.00	
Total Resources		1208.20
LIABILITIES:		
Payroll Taxes Payable	892.39	
Insurance Payable	24.95	
Total Liabilities		917.34
SURPLUS:		
Excess of Income over Expenditures	322.11	
Deduct: Deficit Dec. 1957	(31.25)	290.86
Total Liabilities and Surplus		1208.20

THE ATLANTA URBAN LEAGUE
ANALYSIS OF INCOME & EXPENDITURES
AS OF SEPTEMBER 30, 1958

INCOME:	1958 Budget	ACTUAL JAN-SEPT. 1958	ESTIMATED 3/4s - 1958	AMOUNT OVER OR UNDER ()
COMMUNITY CHEST	27,500.00	20,630.00	20,630.00	-0-
DONATIONS & GIFTS	1,400.00	1,200.00	1,050.00	150.00
GOVERNMENT SUBSIDIES	1,000.00	1,000.00	1,000.00	-0-
MEMBERSHIPS	1,927.00	1,055.00	1,446.00	(391.00)
				(241.00)
TOTAL INCOME	31,827.00	23,885.00	24,126.00	
AMOUNT SHORT AS OF SEPTEMBER 30, 1958				$241.00
EXPENDITURES:				
SALARIES	24,676.00	18,108.43		
INSTITUTIONAL & OFFICE	6,451.00	5,086.01		
EDUCATIONAL	700.00	368.45		
TOTAL EXPENDITURES	31,827.00	23,562.89		
EXCESS OF INCOME OVER EXPENDITURES	-0-	322.11		

December 1, 1958

MEMORANDUM:

To: Board of Directors

From: Grace T. Hamilton

: : : : :

About the middle of November, I decided to make a personal investment in the International Conference of Social Work meeting convening in Tokyo, Japan November 30th through December 8th. By the time you get this I will, therefore, be on my way to the meeting. I felt that the Conference subject - "Mobilizing Resources for Social Needs: Social Needs and Resources for Meeting Them", and the Atlanta Urban League's program are so related, attending the Conference would prove to be exceedingly valuable.

Following our Board discussion at the last meeting about the importance of a social agency in the city concerned with community relations, a number of organizations were invited to jointly consider this need and to jointly request the Mayor to consider the appointment of such a group. Representatives of the Atlanta Urban League attended the meeting, participated in ad hoc steering committee meetings, and Mr. Clement, who was named Chairman of the Atlanta Urban League's Sub Committee, was asked to be a member of the committee to present the joint request about the middle of December. The proposal, which an increasing number of organizations in our city have signed, is enclosed for your information.

I will be back at my desk in the early part of 1959. I send each of you best wishes for a happy holiday season.

Enclosed are several documents which will interest you.

THE ATLANTA URBAN LEAGUE

Over Thirty-Five Years of Preventive Social Service

FOR YOUR INFORMATION

JACKSON 1-2355 · 239 AUBURN AVENUE, N. E. · ATLANTA 3, GEORGIA

November 25, 1958

Dear Miss Boling:

The Atlanta Urban League appreciates your communication of November 21, for the Steering Board of the Planning Division of Metropolitan Atlanta Community Services. In view of the date by which the committee requests replies, it has not been possible to present the questions for consideration by our Board of Directors. We have, however, discussed them with several members of our Board, and it has been agreed that the following matters which have been the concern of our agency for some time, should be reported to you:

1. An increase in the social problems concurrent with the rapid population growth and physical expansion of Atlanta seems to us, to require an independent "social planning" agency, widely representative of both public and private agencies concerned with basic human needs. At present, the existing channels seem inadequate to provide for selection of areas most important to the community for study and planning of remedial measures.

2. In a complex urban society, no social problem exists unrelated to other problem areas. At present, there seems to be inadequate means to provide for study, research and planning of remedial measures which take into account the impact of one problem area upon others.

The absence of adequate channels for the exchange of information between professional workers in public and private agencies, and the lay leadership of agencies, create a gap which is difficult for individual agencies to fill in whatever their field of operation. Additional skilled, experienced, professional staff is needed to assist and make possible, the proper coordination of research and planning required by a city of Atlanta's size and potential.

Sincerely yours,

J. B. Blayton, Sr.
Chairman

(Mrs.) G. T. Hamilton
Executive Director

Miss Catherine Boling, Convener
Communications Committee
[illegible]4 Eleventh Street, N. E.
Atlanta, Georgia

MEMBER AGENCY ATLANTA COMMUNITY CHEST-COUNCIL

mm

COPY
FOR YOUR INFORMATION

PETITION:-- Not for publication or quotation

The undersigned organizations and individuals wish to express our appreciation to the honorable Mayor William B. Hartsfield for his steady concern and constant efforts in behalf of the welfare and good name of our city. We recognize that our city would be less than it is had the Mayor's office been less aware of the importance of good human relations.

Many responsible citizens of Atlanta, however, have increasingly felt the need for an official Committee on Community Relations. Recent events have tragically dramatized the need in terms of immediate and future problems. Such a committee drawn from the best minds of both races and representing all major groups would stand as a working symbol of people united in their determination to solve their common problems through the democratic process. The undersigned organizations, therefore, respectfully petition the Mayor of our city to initiate the establishment of such a committee.

We know that you realize that the religious, moral, and spiritual life of our community is endangered by the crisis in intergroup relations which is upon us. We humbly pray that guidance may be given to us to meet the challenge of our present and future in a religious as well as a democratic spirit, and we pledge our support and cooperation to this end.

COPY
FOR YOUR INFORMATION

COMMUNITY SERVICES
November 21, 1958

Mrs. Grace Hamilton, Executive Director
Atlanta Urban League
239 Auburn Avenue (Suite 400)
Atlanta, Georgia

Dear Mrs. Hamilton:

The Administrative Committee of the Steering Board of the Planning Division of Metropolitan Atlanta Community Services, Inc., has referred to a special committee composed of myself, Miss Lorraine Jennrich and Mr. Welborn Ellis, the responsibility of ascertaining from you and/or your Board members whether there are proper channels of communication now existing to which you may express yourself in reference to planning and other activities of Metropolitan Atlanta Community Services.

It has also been suggested that you may wish to express yourself informally on the subject matter without identifying yourself or the organization that you represent. We would welcome your comments or expressions and an indication from you whether you wished the name be held confidential or not by this committee.

We have been asked to make an informal report at the next meeting of the Administrative Committee, scheduled Wednesday, December 3, and would appreciate your reply by letter to me at the Child Service Association, 44 Eleventh Street, N. E., or telephone call to any member of this Committee by Monday, December 1, 1958.

Sincerely,

Catherine Boling, Convener
Communications Committee

For Your Information

RABBI JACOB M. ROTHSCHILD
1589 Peachtree Road, N. W.
Atlanta 9, Georgia

October 30, 1958

Dear Mrs. Hamilton:

The entire membership of our congregation joins with its officers and me in expressing gratitude for your comforting and heartening message.

Your sense of shock and outrage, your determination that our land of liberty must be restored to rule by the moral law, and your understanding that this can be achieved only by the determined and courageous action of spiritually strengthened men, is a source of sustenance to us all.

May the voice of our religious heritage, too long silent, now be heard...may the teachers of our Judaeo-Christian tradition lead their people to an understanding of responsibilities of the religious life and, may the ideals taught so magnificently by the Hebrew prophets and the founder of Christianity become once more the law by which all men live.

Sincerely yours,

JACOB M. ROTHSCHILD

Mrs. G. T. Hamilton
Executive Director
The Atlanta Urban League
239 Auburn Avenue, N. E.
Atlanta 3, Georgia

FOR YOUR INFORMATION

November 10, 1958

Dear Mr. Kheel:

Last week, when Mr. Lester Granger, Executive Director of the National Urban League was in Atlanta, he and I had a rather exhaustive conference touching upon the relations obtaining between the Local and National Urban Leagues. We left with the conclusion that there do not exist any problems between the two organizations which cannot be resolved with good will and understanding on both sides. We discovered that there was at least at one time a sensitivity on the part of certain persons associated with each of the organizations with respect to persons in the other. Whatever grounds may have existed which gave rise to this sensitivity, appear now to be totally nonexistent. I am concluding, therefore, such, if it ever existed, is no longer a deterrent to proper relations between the two organizations.

1. The Atlanta Urban League has not renounced its affiliation with the National Urban League.

2. The Atlanta Urban League does face a problem with respect to the payment of the four per cent of its budget to the National Urban League within its budget figures. This, I believe, can be resolved in part at least if not in full, by direct contributions by Board members or among persons to the National Urban League for the account of the Atlanta Urban League.

3. Mr. Granger assured me that the National Urban League and its Board are fully aware of the climate in which the Atlanta Urban League operates. In this connection, however, I believe that the Atlanta Community Chest and its governing body do not expect our Board of Directors and officers to subscribe to humiliation beneath the dignity of upright men.

4. I shall see to it that our statistical data is provided the National Urban League for inclusion in its annual report and for such other purposes as the National Urban League finds proper. It is hoped, however, that the National Urban League would do nothing which would embarrass our local situation.

I shall read a copy of this letter to my Board of Directors at its next session and would appreciate having your reply for that purpose.

Yours sincerely,

J. B. Blayton, Sr., Chairman
ATLANTA URBAN LEAGUE
BOARD OF DIRECTORS

Mr. Theodore W. Kheel, President
National Urban League
14 East 48th Street
New York 17, New York

cc: Mr. Granger
Mrs. Hamilton

Memo from GRACE T. HAMILTON

File

12/3/58

To: Mr. Harold Fleming

We mimeographed these for members of our Board.

Thought you might be able to use a few of them.

PETITION:-- Not for publication or quotation

The undersigned organizations and individuals wish to express our appreciation to the honorable Mayor William B. Hartsfield for his steady concern and constant efforts in behalf of the welfare and good name of our city. We recognize that our city would be less than it is had the Mayor's office been less aware of the importance of good human relations.

Many responsible citizens of Atlanta, however, have increasingly felt the need for an official Committee on Community Relations. Recent events have tragically dramatized the need in terms of immediate and future problems. Such a committee drawn from the best minds of both races and representing all major groups would stand as a working symbol of people united in their determination to solve their common problems through the democratic process. The undersigned organizations, therefore, respectfully petition the Mayor of our city to initiate the establishment of such a committee.

We know that you realize that the religious, moral, and spiritual life of our community is endangered by the crisis in intergroup relations which is upon us. We humbly pray that guidance may be given to us to meet the challenge of our present and future in a religious as well as a democratic spirit, and we pledge our support and cooperation to this end.

THE ATLANTA URBAN LEAGUE

Over Thirty-Five Years of Preventive Social Service

JACKSON 1-2355 • 239 AUBURN AVENUE, N. E. • ATLANTA 3, GEORGIA

January 18, 1959

Dear Mr. Routh:

Thank you for your contribution of five dollars ($5.00) which entitles you to a "Contributing Sponsor". We are pleased to welcome you into the Atlanta Urban League family. It is good to know that we work together for the common welfare.

Again thanks for your confidence and support.

Sincerely yours,

Myrtle Mickens

Mrs. Myrtle Mickens
Membership Secretary

Mr. Frederick B. Routh
63 Auburn Avenue, N. E.
Atlanta 3, Georgia

mm

February 19, 1959

Mrs. Myrtle Mickens
Membership Secretary
The Atlanta Urban League
239 Auburn Avenue, N. E.
Atlanta 3, Georgia

Dear Mrs. Mickens:

Thank you for your note acknowledging my contribution to the Atlanta Urban League and welcoming me to the "family."

I understand that each of the Board members was asked to help raise funds. Please credit this amount to Harold C. Fleming's fund-raising ability.

Sincerely,

Frederick B.Routh
Assistant Director

FBR:ls

March 19, 1959

MINUTES: Board of Directors - Atlanta Urban League

ATTENDANCE: Mr. J. B. Blayton, Sr., Miss Helen Bullard, Mr. W. S. Cannon, Mr. R. L. Cousins, Mr. A. V. Jett, Mrs. Frances T. Pauley, and Mrs. Irene Wilson

STAFF: Mrs. Hamilton, Mr. Coleman, Mr. Thompson, and Mrs. Mickens

: : : :

The regular monthly meeting of the Board of Directors was held at 3:30 p. m., in the Conference Room of the Atlanta Urban League, with Mr. J. B. Blayton, Sr., presiding.

By common consent the minutes of the previous meeting were approved.

BUDGET AND FINANCE

In compliance with the requirements of the Community Chest, the budget estimate for 1960 as prepared by the Finance Committee was approved for transmittal to the Chest. (See copy attached.)

The chairman reported that the board's commitment to assist in securing $3600 needed to balance the 1959 budget would continue. Mrs. Mickens reported that a total of $50.00 had come in during the month in new memberships as a result of board members contacts. The executive stated that $1,000, personal contribution from Mr. Fraser had been received. The amount needed beyond memberships is now $2600.

Miss Bullard suggested that board members write personal notes of appreciation to Mr. Fraser for his continued support. (Address: Mr. Carlyle Fraser, 2 Vernon Road, N. W., Atlanta 5, Georgia.)

Mrs. Pauley noted, the program report for 1958-59, would be useful in helping board members interpret the work of the Atlanta Urban League in their efforts to secure members and contributions.

PROGRAM REPORTS

Copies of the Program Report for 1958-59 were distributed. The executive stated that the summary would be made available to the Community Chest budget panel prior to their visit to the agency. She urged that members of the board be prepared to assist in the interpretation of program at the meeting with the Chest Budget Panel members during April.

Housing:- Mr. Thompson illustrated his report on housing activities with maps, and pointed out that Urban Renewal will require long-time continuing efforts on the part of the Atlanta Urban League.

He mentioned the increasing problem of the growing shortage of land for development and "peaceful" residential occupancy by Negroes.

Community Organization:- Mr. Coleman reported upon current program in the area of community organization. He stated, the Atlanta Urban League is cooperating in the All-Citizens Registration Committee's effort to increase the number of Negroes qualified to vote. Since January 1959, 3,150 persons have been added to the registration books. He thanked the board for his study leave during 1958, which enabled him to complete the third year in graduate study at the New York School of Social Work.

Mrs. Hamilton reported, this month marked the first anniversary of the surgical training program at Spalding Pavilion-Grady Hospital. There is no progress to report on training in other clinical areas.

Mrs. Hamilton stated that an analysis of the school population, in relation to the six administrative areas of the Atlanta public school system revealed conditions of hardship to numbers of Negro children who were required to travel long distances and pay transportation costs to schools outside their area of residence. There was discussion of the use of this information, but no action was taken pending completion of the analysis of data.

BOARD NOMINATIONS

The chairman reported a communication from Dr. Harry V. Richardson, Chairman of the Nominating Committee, who had unexpectedly been detained from the meeting. It recommended Mr. Harry Boyte and Dr. J. B. Harris for board membership. The nominations were unanimously approved.

The chairman reported upon a conference which he and several members of the Atlanta Urban League Board held recently with Mr. Theodore Kheel, President of the National Urban League. He said, the National Urban League felt that the Atlanta Urban League was "out of step" on some matters, but the conference resulted in agreement that there were no serious differences between the two organizations. He stated that the position of the Atlanta Urban League in regard to dues to the National Urban League was accepted and understood by the president of the National Urban League.

The executive called attention to the project reported in the program summary regarding efforts to encourage the qualification of young people for Federal Civil Service employment.

The meeting adjourned at 5:00 p. m.

Respectfully submitted,

J. B. Blayton, Sr., Chairman

Rebecca M. Gershon, (Mrs. Harry M.)
Secretary

Enclosures: Budget Estimate - Program Summary - Granger Letter

Metropolitan Atlanta Community Services

OPERATING BUDGET ESTIMATE

For Calendar Year 1960

Name of Agency THE ATLANTA URBAN LEAGUE

INCOME	1958 Actual	1959 Budget	1960 Request	**Plus or Minus
A. Community Chest	27,500.00	27,500.00	29,000.00	1,500.00+
B. Donations & Gifts	2,787.00	5,100.00	5,100.00	
C. Government Subsidies	1,000.00	1,000.00	1,000.00	
D. Revenue				
E. Camps & Camping				
F. TOTAL INCOME	31,287.00	33,600.00	35,100.00	1,500.00+
EXPENDITURES				
A. Salaries & Wages	24,342.00	25,346.00	26,246.00	900.00+
B. Institutional & Office	6,587.00	7,054.00	7,654.00	600.00+
C. Educational	657.92	1,200.00	1,200.00	
D. Clients & Beneficiaries				
E. Camps & Camping				
F. TOTAL EXPENDITURES	31,586.92	33,600.00	35,100.00	1,500.00+
	(300.58)			

Report registration fees transmitted to national, sale of books, magazines, supplies at cost, or revolving items not a part of the regular operating budget.

**Written explanation of the significant increases or decreases entered in column 4 should be submitted with the budget estimate.

The budget estimate was formally approved by the agency's Board of Directors at a meeting held on March 19, 1959, at which a quorum was present.

Signed J. B. BLAYTON, SR.
President

Signed (MRS.) G. T. HAMILTON
Executive Director

EXPLANATION

The budget estimate of the Atlanta Urban League for 1960 is $35,000.00, a 4.5% increase over the 1959 budget. The amount requested of the Chest is $29,000.00, the amount requested in 1958 and 1959. The increased costs of goods and services account for the increases in the budget for 1959 and the forecast for 1960. A small increase in support from sources other than Chest has absorbed the increased costs of operations for the past four years. (See Table 1 attached.) It seems unrealistic, however, to estimate that funds from these sources will expand sufficiently to meet increased costs in 1960. The Chest is, therefore, requested to increase its appropriation to the Atlanta Urban League by $1,500.00 for operations during 1960.

TABLE 1

SOURCE OF INCOME

ATLANTA URBAN LEAGUE 1946 - 1960

Year	Total	Percent	Community Chest	Percent	Other Income	Percent
1946	17,223.00	100.0	14,603.00	84.8	2,620.00	15.2
1947	19,949.00	100.0	17,088.00	85.7	2,861.00	14.3
1948	21,568.00	100.0	18,674.00	86.6	2,894.00	13.4
1949	21,933.00	100.0	18,574.00	84.7	3,359.00	15.3
1950	23,341.00	100.0	20,174.00	86.4	3,167.00	13.6
1951	24,870.00	100.0	21,711.00	87.3	3,159.00	12.7
1952	25,621.00	100.0	22,421.00	87.5	3,200.00	12.5
1953	26,492.00	100.0	23,778.00	89.8	2,714.00	10.2
1954	27,186.00	100.0	24,517.00	90.2	2,668.00	9.8
1955	26,096.00	100.0	25,004.00	95.8	1,092.00	4.2
1956	29,084.00	100.0	27,962.00	96.1	1,121.00	3.9
1957	30,066.00	100.0	27,674.00	91.7	2,492.00	8.3
1958	31,287.00	100.0	27,500.00	87.9	3,787.00	12.1
1959	33,600.00	100.0	27,500.00	81.8	6,100.00	18.2
*1960	35,100.00	100.0	29,000.00	82.6	6,100.00	17.4

*Estimate

March 19,1959

TABLE II

PERCENT DISTRIBUTION OF INCOME AND EXPENDITURES

ATLANTA URBAN LEAGUE - 1946-1960

YEAR	INCOME			EXPENDITURES			
	Total	Community Chest	Other	Total	Salaries	Inst & Office	Education
1946	100.0	84.8	15.2	100.0	73.0	20.6	6.4
1947	100.0	85.7	14.3	100.0	70.8	23.3	5.9
1948	100.0	86.6	13.4	100.0	67.5	27.0	5.5
1949	100.0	84.7	15.3	100.0	74.7	21.0	4.3
1950	100.0	86.4	13.6	100.0	77.2	17.3	5.5
1951	100.0	87.3	12.7	100.0	76.9	20.5	2.6
1952	100.0	87.5	12.5	100.0	80.9	17.0	2.1
1953	100.0	89.8	10.2	100.0	78.2	18.6	3.2
1954	100.0	90.2	9.8	100.0	73.0	21.8	5.2
1955	100.0	95.8	4.2	100.0	79.1	17.8	3.1
1956	100.0	96.1	3.9	100.0	78.8	19.2	2.0
1957	100.0	91.7	8.3	100.0	79.0	18.7	2.3
1958	100.0	87.9	12.1	100.0	77.1	20.9	2.1
1959	100.0	81.8	18.2	100.0	75.4	21.0	3.6
*1960	100.0	82.6	17.4	100.0	74.8	21.8	3.4

*Estimate

March 19, 1959

Abstract of address by LESTER B. GRANGER, EXECUTIVE DIRECTOR of the National Urban League, delivered at a Testimonial Luncheon given in his honor by Mayor Robert F. Wagner of New York City - Thursday, March 5, 1959.

Middle Africa, for the time being at least, has superseded South Asia and the Middle East as the world's principal tension center. It would be tragic if the record of the western nations in the years ahead should match the dismal record compiled in South Asia during the past two decades. Fifteen years ago dangerously unsound economic and political situations in Asia began to worsen. The West failed to meet the changes with promptness and intelligence. Consequently, hundreds of millions of people lost their freedom and were lost to the free world, while tens of millions of others were exposed to a still-continuing Communist aggression.

Today, Africa stands where Asia stood fifteen years ago. The economic situation is not as serious, but the social and political situation could scarcely be worse without exploding into continent-wide revolution. Political commonsense and courage are required but are lacking to a tragic degree. Here is a precious opportunity for constructive American leadership.

Few Americans understand and have bothered to try to understand what is now going on in Africa. Our opinions, for the most part, come secondhand from unreliable sources. We have assumed that colonial imperialism, operated from Great Britian and European nations, has been preparing Africans for self-government. Any objective evaluation of African conditions over the past fifty years proves that this has been a silly assumption. One satirical West African remarked to me that Kenya and Tanganyika on the East Coast, and Nigeria and Ghana on the West Coast have problems, but the problems are different in the two regions. West Africans suffer from tropical disease, he said, and that's bad; but East Africans suffer from British settlers - and that's worst!

Certainly the facts justify his evaluation. Native Africans of Nigeria and Ghana have far outstripped the native Africans of Kenya and Tanganyika in income, education and political self-government.

For some strange reason, American leadership has felt constrained to follow a policy of hands-off-Africa, on the theory that we must not alienate our French and British allies. We have carried this policy far past normal diplomatic requirements, being silent regarding the racist fascism flagrantly enforced in South Africa, swallowing with gullibility specious interpretations of the rapidly worsening situation in East and Central Africa, failing to raise our voice in United Nations discussions, and being laggard in extending recognition and economic or technical assistance to the new African nations that have succeeded in winning their independence. Today there is danger that this country will fall under the shadow of the bitter blame rightfully being laid at the door of Great Britian, France, Belgium and other countries resisting self-government for Africans.

This policy has been criticized by some as "stupid diplomacy", but it cannot be disposed of so simply. For not only is our foreign policy a fairly accurate reflection of American public opinion; it is also supported by the policies of our principal industrial and financial interests, and by a large part of our civic leadership. Africans are now beginning to echo the charge leveled for the past decade by resentful Asians. The charge is that there is a racial differential in American diplomacy corresponding to the racial differential in our own domestic affairs. South Asians have baited me by contrasting the amounts of economic aid poured out by America on the nations of Europe with the skimpy aid ladled out to the Asian nations who have so much greater need of it.

It is beside the point that we may have logical explanations for the differential. The important point is that our domestic racial history and the

racial attitudes frequently displayed by Americans abroad tend to convince the colored peoples of Asia that they are the victims of a kind of racial discrimination in international affairs.

This fact gives Africa additional importance, so far as the United States is concerned. Far too many Americans have been content to regard that continent merely as a manpower reservoir for the free world's defense. Others consider Africa only as having tremendous riches in the way of natural resources, without access to which this nation's industry and research would be crippled. Africa's true importance is that it is a gigantic laboratory in which fromulas for war or peace can be developed. For if the submerged peoples native to a disorganized continent can be given support in their surge toward self-rule and economic emancipation, this would be a tremendous contribution to world peace. For nothing would do more to convince the uncommitted South Asians of the wisdom and dependability of the United States than a demonstration of American leadership moving arm in arm with the leadership of a resurgent black Africa in support of the forces of freedom.

Africa's needs are massive, but they are reasonably simple. They are needs that the American people, even without the help of Europe, can supply. Africa needs a larger educated leadership group - and we are rich in educational resources for training leaders, both here and abroad. Africa needs industrial development - and we have almost limitless capital available for foreign investment, together with the technical know-how and the skilled technicians who can share that know-how with a selected African cadre. Africa needs outside help in restoring its eroded soil and improving its fertility - in varying and increasing crop-production - in combating endemic diseases - in building up a reserve of trained administrators who can take over the affairs of government after the first surge of nationalism shall have spent itself in newly independent countries.

Everyone of these needs can be answered through American help, provided we have the desire to help. And we can cultivate that desire by ridding ourselves of an illogical and injudicious timidity about what "the best people of Europe" will think. It should be shocking, for instance, to any right-thinking American that the greater part of the most tillable soil of Kenya is sequestered through the authority of the British colonial office for the use of 20,000 white settler families, while six million native Africans must eke out primitive subsistence on the remaining soil available. It should be infuriating to any American that the total educational expenditure for the children of 20,000 white settler families is exactly the same as the public expenditure for the children of one million African families. It is not surprising in light of these figures, that while 57 Europeans were listed as killed by the Mau Mau a half-dozen years ago, Kenya authorities reported that more than 10,000 Kikuyus were wiped out in retaliation.

It is time for Americans to become intelligent on the African question, for the western world as a whole seems to have learned little during the past half-dozen years. The Belgian Congo and the Rhodesias - and now Nyasaland - warn us that there is not time for the western world to wait for the colonial administrators of Europe to show imagination and intelligence. If we are to exert the helpful influence that must come from this country if at all during this period of crisis, we must ignore the diplomatic niceties which have hampered us in the past in our efforts to communicate with the colonial peoples of Africa. Further, we must take firmer advantage of opportunities for helpfulness in the new African republics. Ghana and Guinea already offer a chance, and Nigeria within another year will present a third chance for America to show what she can do in helping a new African nation to find its way toward stability and prosperity.

If we wish to put it crassly in terms of dollars, we can buy so much

with so little. We can invest a few millions in helping West African nations to develop first-class public school and university systems. We can train and help their governments to train young West Africans for the responsibilities of governmental, industrial and business management. We can give leadership in the modernization and extension of public health systems, soil reclamation programs and agricultural research. We can develop so firm an economic and social partnership with the new states of West Africa as to protect them during their novitiate periods against exploitation by foreign political and financial influences.

If we can play skillfully and effectively the role of the good and the intelligent neighbor in West Africa, the influence of that role will be felt the world over. The only question is how badly do we wish to play that role.

ATLANTA URBAN LEAGUE REPORT OF PROGRAM

"For Preventive Social Work"

1958 - 1959

: : :

OBJECTIVES

* To determine community needs and to interest individuals and groups in undertaking to meet these needs.

* To encourage, assist and engage in the improvement of economic, housing and health conditions of the Negro population.

* To attempt to alleviate potential community tensions before they arise.

* To coordinate and cooperate with existing agencies and organizations to further the program of the League.

* To promote the improvement of community relations and to further cooperation of groups in behalf of the common welfare.

HOUSING Like all major cities of the United States, Atlanta faces problems of adequate housing for a rapidly expanding population. The need for living space and decent housing is severe for the Negro third of Atlanta's population.

A major program activity of the Atlanta Urban League during recent years has thus been directed toward increasing the quantity and improving the quality of housing available to Negroes in new and undeveloped parts of the city. The staff services include relocation of sites to be developed for relocation housing; assisting individuals "graduating" from public housing because of over income, and persons displaced by highway construction, to find decent housing which they can afford; advising developers in acquiring land; participating in studies of proposed renewal areas, and interpreting the need for additional housing and of the urban renewal program to citizens groups. More than 11,000 Negro families will be directly affected by dislocation as Atlanta's renewal program goes forward. The demands for assistance from the

Atlanta Urban League's housing department may be expected to be greatly multiplied in the coming months.

Some of the measurable results of the League's housing program are the following: more than 8,795 new housing units for Negroes have been built in Metropolitan Atlanta. 4,135 of these new units, with an estimated mortgage of $32,680,000.00, were planned with the advice of or sponsored by the Atlanta Urban League. These League projects amounted to 49% of the total 8,795 new housing units built for Negroes. The location of these newly acquired homes is shown below:

LOCATION OF THE NEWLY ACQUIRED HOMES

TYPE OF HOUSING	TOTAL	OLD CITY	ANNEXED AREAS	OUTSIDE CENTRAL CITY
Total	10,554	3,919	5,953	682
New Housing	8,545	2,293	5,570	682
Used Housing	2,009	1,626	383	—

This quantity of new housing available to Negroes has prevented community tensions and reduced violence to a minimum in Atlanta. Such discord has occurred in other cities where the Negro's search for housing has been limited to moving into established neighborhoods.

COMMUNITY SERVICES One of the primary functions of the Atlanta Urban League is Community Organization for social welfare. Unlike some social welfare agencies whose clients are individuals, the client of the Atlanta Urban League is the community itself. Sometimes a community group seeks help from the League in solving a health, school or some other social problem which

it faces. At other times, the League discovers the needs of a community and devises means to interest individuals or groups in taking action which makes a positive solution possible.

Since 1947, the League's Community Organization Department has carried responsibility for the residential solicitation, (House-to-House Section of the Negro Division) in the Community Chest Campaign. Contact with neighborhoods during the campaign resulted in many requests to the League for assistance from individuals and groups faced with community welfare problems. "Red Feather Clubs", originally organized by the League to maintain interest in Chest activities throughout the year, stimulated interest in neighborhood improvement. Representatives of these neighborhood groups were united in the League's Council of Neighborhood Organizations in 1956. It thus became possible to work with indigenous leadership of neighborhood groups on problems and interests common to all. Under the guidance of the Atlanta Urban League's community services department, these neighborhoods have come to recognize their needs, problems, limitations and potentials.

> Despite limited resources, this phase of the Atlanta Urban League's program has resulted in many gains for the entire community's welfare. Among these gains are the following examples: securing sewerage, water, gas and street pavement, obtaining traffic lights and school traffic police women, securing public transportation, securing transportation for school children, securing additional public school facilities, encouraging home improvement, provision of increased housing and health services, providing opportunities for adult education with the cooperation of the Atlanta Medical and Bar Associations, providing day care facilities with the cooperation of other public and private agencies.

In 1958, a South Atlanta Coordinating Committee was organized by the Atlanta Urban League. This is an area of rapidly expanding population, and the Committee provides a channel for social agencies, housing projects, churches, schools, health and other civic groups to plan cooperatively for meeting the social welfare needs of the community.

HEALTH & HOSPITAL SERVICES

During 1958, a surgical training program for Negro physicians was started at Spalding Pavilion of Grady Memorial Hospital. This marked the first stage in the development of graduate training opportunities for Negro physicians in the city. Planning for medical education in other areas continues. The provision of training opportunities for Negro medical personnel was a major purpose of Spalding Pavilion of Grady Hospital, established as a direct result of the Atlanta Urban League's program.

EMPLOYMENT

Occasional counseling is provided high school and college graduates who seek the League's assistance in securing employment. A pilot project is being undertaken during 1959, in cooperation with faculty members of commercial subjects, to increase civil service employment of qualified young people.

INFORMATION SERVICES

The Atlanta Urban League is called upon for information, interpretation, advice and special services by individuals and organizations interested in Atlanta and the Negro third of the city's population.

During the past year, more than 80 foreign visitors have been served by the Atlanta Urban League as a result of referrals by the State Department and other federal agencies. The countries which have been represented by these guests include: Japan, Indonesia, Malaya, East Pakistan, Singapore, Sweden, Belgium, Switzerland, England, France, The Netherlands, Germany, Mexico and Brazil.

PROFESSIONAL TRAINING OF SOCIAL WORKERS

The Atlanta Urban League supervises two students annually, training in Community Organization at the Atlanta University School of Social Work, and thus contributes to the development of professionally prepared social workers for the city, the state, and the nation.

FACTUAL ANSWERS TO QUESTIONS ABOUT THE ATLANTA URBAN LEAGUE
BOARD - - - STAFF - - - PROGRAM EVALUATIONS
1958 - 1959

: : :

BOARD The Board of Directors is composed of 27 responsible citizens representing both racial groups. The Board meets monthly except during the summer. An analysis of present membership is shown below:

Men	18	White	13
Women	9	Non-white	14

Occupations Represented

Bankers	2
Builders	1
Business Analyst	1
Communications	2
Education	6
Insurance Executives	2
Lawyers	2
Management - Housing	1
Manufacturers	3
Religion	1
Volunteer Civic Leaders	6

STAFF The staff includes three professional, two secretarial-clerical and one part-time bookkeeper. Preparations of staff and tenure with the Atlanta Urban League is as follows:

Position	Tenure
Executive - A.B., A. M.	1943 -
Housing Associate - B.S., A.M.	1942 -
Community Services Associate-B.S.,MSW	1947 -
Office Manager - B.S.,MSW	1951 -

VOLUNTEERS The "House to House" Division of the Community Chest Campaign is an integral part of the Atlanta Urban League's program responsibility. This campaign includes year round interpretation of the Community Chest, and of the services to the Negro population of Chest supported agencies.

The volunteer leadership in the year round program includes sixty-six (66) persons and forty-eight (48) organized groups in Atlanta and outlying areas of Fulton and DeKalb Counties.

The amounts raised by this section of the Negro Division of the Chest Campaign has increased from $5,000 in 1947 to $21,155. More than 500 volunteer workers participate in this phase of the program.

EVALUATIONS OF THE ATLANTA URBAN LEAGUE'S PROGRAM
President of Atlanta Community Chest, 1957

"For thirty-seven years, the Atlanta Urban League has worked efficiently and effectively to improve living conditions in the Negro community, promoting health and hospital services, vocational guidance programs, recreational facilities and better housing for Negroes. Its far-sighted Negro housing program has resulted in the building of 8,795 new housing units since 1946 in new and undeveloped residential areas. The housing program alone has helped to avoid racial tensions in the metropolitan area. The services provided by the Atlanta Urban League are essential to the welfare of the entire community, and therefore, are properly supported by the Community Chest."

Steering Board, Metropolitan Atlanta Community Services, Incorporated - 1957

"The current program and past work of the Atlanta Urban League have been and we believe will continue to be of considerable value to this community. It has been productive of good and preventive of bad, and has secured action on many necessary community problems and projects such as health and hospital services for Negroes, vocational guidance courses, development of recreational facilities, organized support for the Chest and many other community projects. The League's work for and stimulation of a Negro housing program including relocation of people from substandard and condemned housing areas has been outstanding and has had good effects which are important to the community... If there were no Atlanta Urban League we believe its equivalent would need to be organized..."

THE ATLANTA URBAN LEAGUE

Over Thirty-Five Years of Preventive Social Service

JACKSON 1-2355 · 239 AUBURN AVENUE, N. E. · ATLANTA 3, GEORGIA

April 1, 1959

MEMORANDUM:

To: Board of Directors

From: J. B. Blayton, Sr., Chairman
(Mrs.) G. T. Hamilton, Executive Director

: : : : :

This brings you information which we have just received regarding the Budget Committee of Atlanta Community Services. Mr. Elliott Goldstein is Chairman of the Budget Committee. There are ninety-six citizens serving on the committee which is divided into eleven panels, and each panel will visit three to five different agencies.

PANEL C - with Mr. Robert C. Biccum, Chairman, is scheduled to visit the Atlanta Urban League at 3:00 o'clock on Tuesday, April 14th. Please mark this date on your calendar.

Membership of PANEL C is composed of the following:

Chairman	Mr. Robert W. Biccum, Retail Credit Co.	TR 5-8321
Gen'l.Vice Chrm.	Mr. Carroll Payne Jones - Trust Company of Georgia	JA 2-6000
Mr. W. T. Cantrell	- Georgia Power Company	JA 2-6121
Mr. George Erwin	- 611-Ten Pryor Street Building	JA 4-6636
Mr. Lyle Graham	- Davison-Paxon Company	JA 2-7612
Mrs. Herman Heyman	- 1272 Oxford Road, N. E.	DR 3-3528
Mr. Joel Hurt, III	- 1017 Glenn Building	JA 3-7302
Mr. William Neal	- 1371 Peachtree Street, N. E.	TR 3-3381
Mr. Dean Paden	- King Hardware Company	JA 3-7211
Mr. Robert Regenstein	- J. Regenstein Company	JA 2-6625

We are sending members of PANEL C today, the Report of Program for 1958-1959, Factual Answers to Questions About the Atlanta Urban League, and Tables which define the ten-year sources and per cent of income. (These materials were discussed at the March Board meeting, and distributed with the minutes of the March meeting.)

A "Discussion Guide" for budget panels on agency visits is attached. Most of the questions are answered for the Atlanta Urban League in the materials. We solicit your cooperation in the interpretation of the needs of our agency to the Budget Panel at the time of their visit on April 14th.

DISCUSSION GUIDE FOR BUDGET PANELS ON AGENCY VISITS

People Served:

1. Explain increase or decrease in number of units served last year.
2. What is the current trend?
3. Is there a waiting list?
4. What is the average load per worker? What is national standard per worker?

Fees and Unit Costs:

1. What is the cost to serve each unit?
2. What is the scale of fees, and when were they revised?
3. Is full cost charged to those able to pay?
4. Is part payment required from those who can pay a portion of cost?
5. Do public tax supported agencies purchase service on behalf of their clients? On what basis?

Income:

1. Is estimate of non-Chest income more or less than last year? Explain the change.

2. Are all gifts used for operating purposes reported?
3. Is endowment income used for operating purposes?

Personnel:

1. Number of positions in current budget: (a) Professional, (b) Clerical, (c) Other.
2. How many are assigned to (a) Administration, (b) Service to People, (c) Other.
3. Are all budgeted positions filled?
4. Does budget estimate for next year anticipate an increase in (a) Number of personnel? (b) Salary scales?
5. Are the increases for (a) Professional, (b) Clerical, (c) Other.
6. How many new employees were added last year? This year?
7. How many employees resigned to (a) accept other employment (b) retire?
8. Does your agency have written Personnel Policies and Procedures and defined salary ranges?

Institutional and Office

1. Does agency have a schedule for maintenance and repair of building and equipment? How much is scheduled in next year's budget?

2. Is any part of the budget used for amortization of mortgage or other indebtedness? If so, how much?

ATLANTA URBAN LEAGUE

STATEMENT OF INCOME AS OF APRIL 30, 1959

		BUDGET	TO DATE		BAL (8 Mos)
COMMUNITY CHEST		$27,500.00	$9,180.00		$18,320.00
CONTRIBUTIONS AUL Guild & Others		3,600.00	1,000.00		** 2,600.00
GOVERNMENT		1,000.00	1,000.00		
MEMBERSHIPS		1,500.00	408.00		1,092.00
AUL Neighborhood Groups	300.00			300.00	
Guild Members and Other	1,200.00			792.00	
Individuals	1,500.00			1,092.00	
TOTAL		$33,600.00	$11,588.00		$22,012.00

Income Received May 1 - 20, 1959

Community Chest	$2,290.00
Contributions	-0-
Memberships	173.00
Total Received	$2,463.00

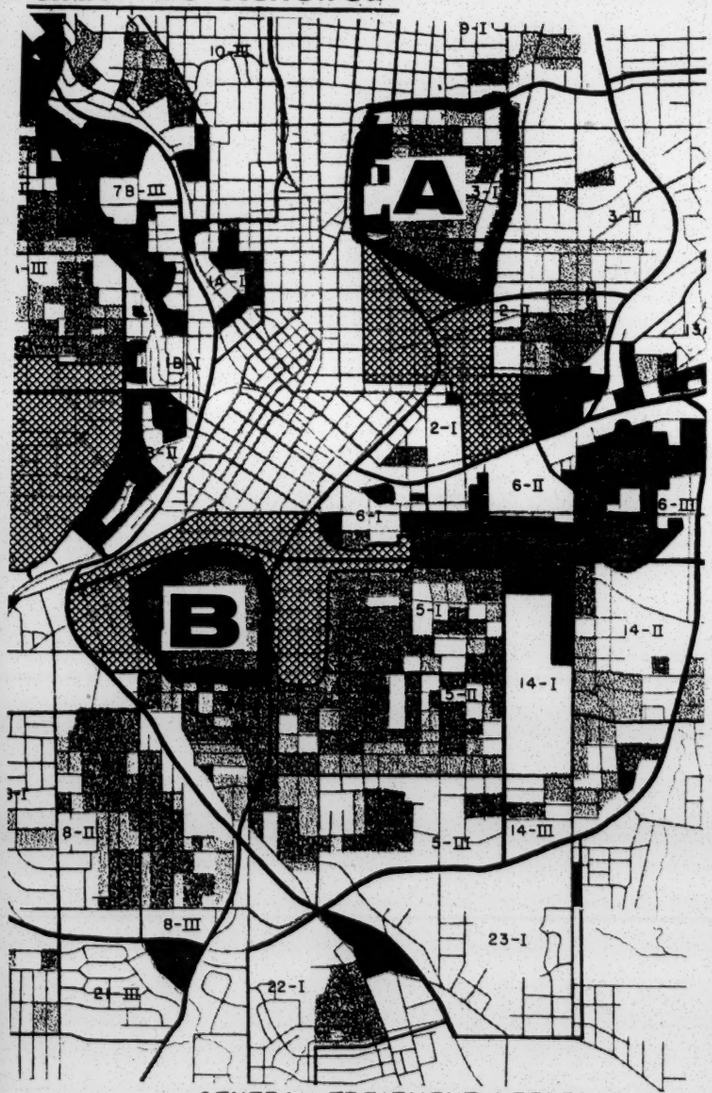
**Balance to be raised.

CA newsletter

No. 19
May 7, 1959

CENTRAL ATLANTA
ASSOCIATION

Must Be Renewed



GENERAL TREATMENT NEEDED

- REHABILITATION FOR RESIDENTIAL USE
- CLEARANCE FOR RESIDENTIAL RE-USE
- CLEARANCE FOR NON-RESIDENTIAL RE-USE
- CURRENT RENEWAL PROJECTS

NOW & WHEN: For your information (not for publication) we enclose new plats of Butler St. and Rawson-Washington urban renewal areas. Revised boundaries, pertinent data are given.

After public hearing -perhaps next month- the way will be clear to move ahead. And it will be time for decision on future projects.

When that time comes, it will be well to keep in sharp focus the related, contiguous areas which cry for attention, We reproduce a key map from Joint Planning Bd. Comprehensive Plan to indicate what we mean. (Other quoted data are from the same report.)

Just north of the Butler St. urban renewal area is a section we have marked "A." This lies north of Expressway and is bounded by Courtland, Ponce de Leon and Parkway Drive.

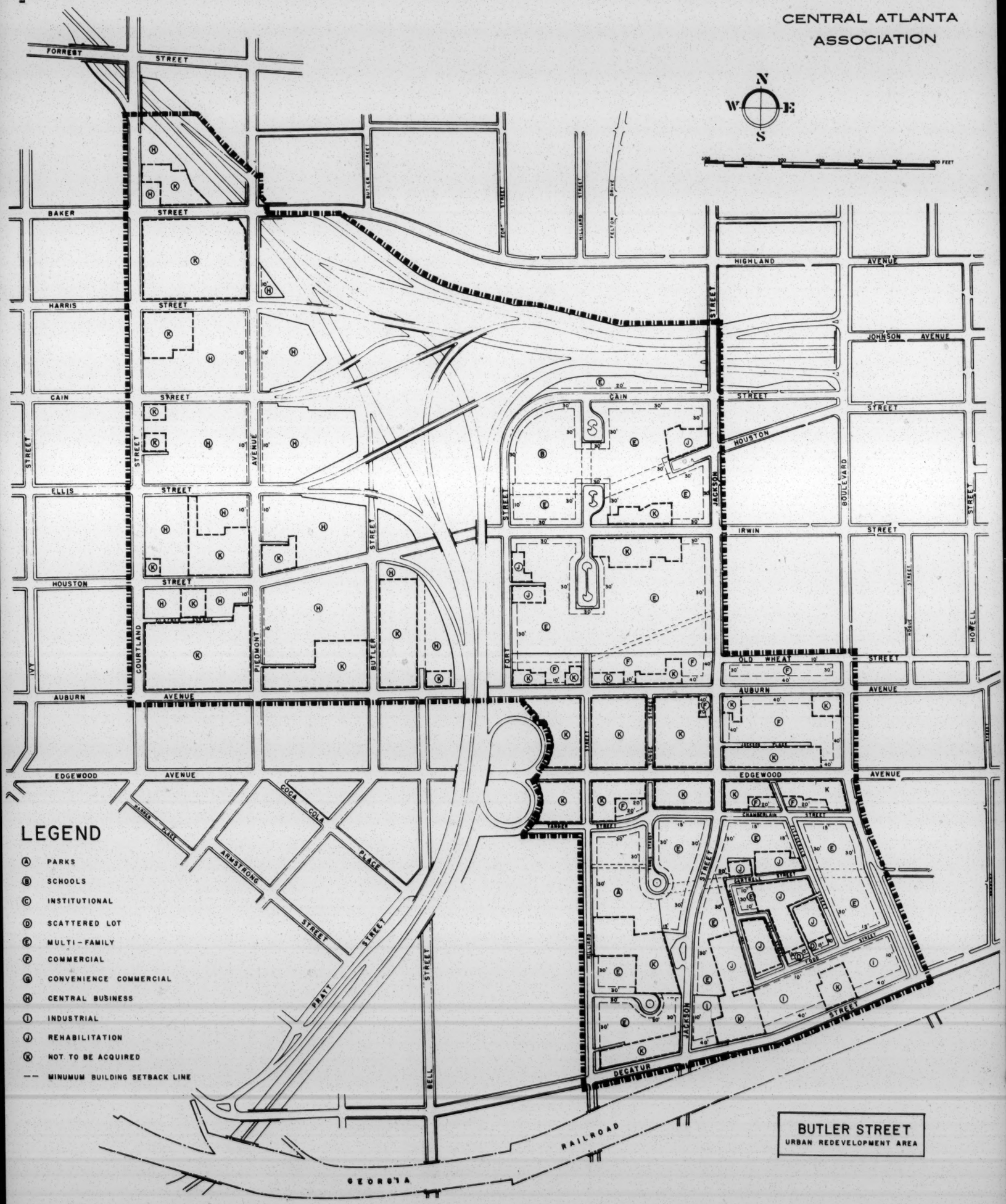
Roughly, "A" contains about 301 acres. Of the 3,569 dwelling units (1950) 2,076 are called substandard. Suggested by Comprehensive Plan report is 75% clearance -1/3 for non-residential, 2/3 for residential re-use; and 25% rehabilitation.

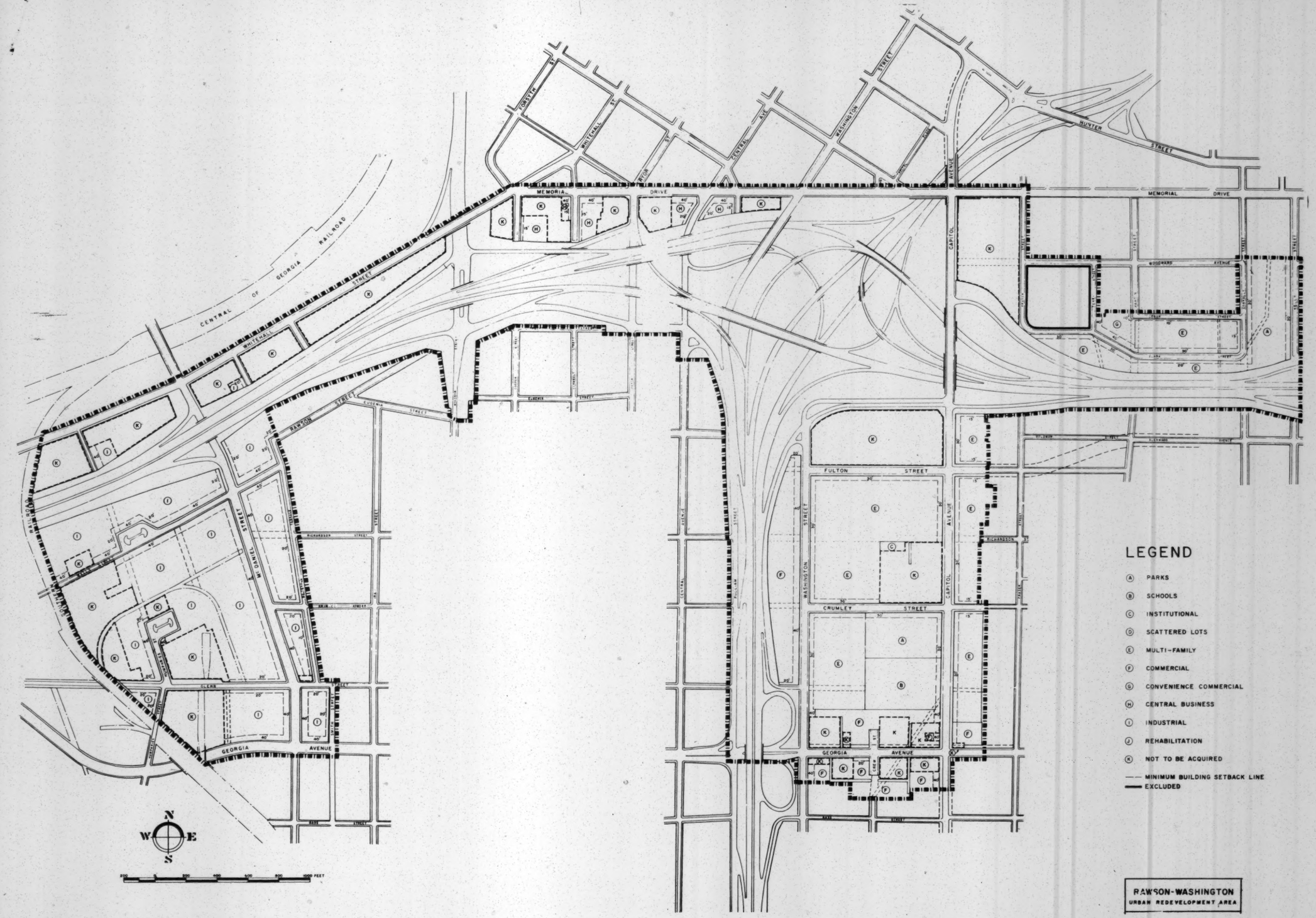
The other close-in slum (or blighted) area is "B" which is nearly surrounded by the Rawson-Washington urban renewal project. This chasm of blight of 161 acres recorded (1950) 1,936 dwelling units of which 1,375 -70%- are substandard.

The contiguity of these blighted areas to Butler St. and Rawson-Washington urban renewal areas in which millions of dollars will be spent suggests that A and B be given top priorities. Certainly, to protect our "investment" - but there are other compelling reasons.

Sy Gordy

CENTRAL ATLANTA ASSOCIATION




MEMORIAL DRIVE
CAPITOL AVENUE
HUNTER STREET
WASHINGTON STREET
GENERAL AVE.
WHITEHALL ST.
CARTER ST.
CENTRAL OF GEORGIA RAILROAD
WHITEHALL STREET
RAWSON STREET
EUGENIA STREET
McDANIEL STREET
RICHARDSON STREET
CLERK STREET
GEORGIA AVENUE
FULTON STREET
CRUMLEY STREET
WOODWARD AVENUE
PULLIAM STREET
CENTRAL AVENUE
LEGEND
(A) PARKS
(B) SCHOOLS
(C) INSTITUTIONAL
(D) SCATTERED LOTS
(E) MULTI-FAMILY
(F) COMMERCIAL
(G) CONVENIENCE COMMERCIAL
(H) CENTRAL BUSINESS
(I) INDUSTRIAL
(J) REHABILITATION
(K) NOT TO BE ACQUIRED
MINIMUM BUILDING SETBACK LINE
EXCLUDED
N
W
E
S
RAWSON-WASHINGTON
URBAN REDEVELOPMENT AREA

THE ATLANTA URBAN LEAGUE

Over Thirty-Five Years of Preventive Social Service

JAckson 1-2355 • 239 AUBURN AVENUE, N. E. • ATLANTA 3, GEORGIA

May 14, 1959

RECEIVED MAY 18 1959

MEMORANDUM:

TO: Board of Directors of the Atlanta Urban League

FROM: J. B. Blayton, Sr., Chairman
(Mrs.) G. T. Hamilton, Executive Director

RE: Regular Monthly Meeting

: : : : :

The Board of Directors will meet on Thursday, May 21st at 3:30 o'clock in the office of the Atlanta Urban League.

There are several matters of program policy requiring action by the Board, and we hope that all members will make a serious effort to be present.

All persons, who have not completed their reports on new memberships, renewals or contributions, are asked to do so at this meeting, in order that commitments toward the 1959 operating income may be completed before the six months' final report.

We shall expect you on Thursday, May 21st at 3:30 o'clock.

May 13, 1959

MEMORANDUM:

To: BOARD OF DIRECTORS - ATLANTA URBAN LEAGUE

From: (Mrs.) G. T. Hamilton, Executive Director
Mrs. Myrtle T. Mickens, Membership Secretary

Re: Membership

: : : :

We are sure you will be interested in this effort to maintain our present membership. A list of names of persons to whom the attached letter was sent is available to Board members who may wish to assist in follow-up.

We hope there will be an encouraging report on NEW MEMBERS by members of the Board at the May meeting.

ATLANTA URBAN LEAGUE
239 AUBURN AVENUE, N. E.
ATLANTA 3, GEORGIA

MAY 1959

JANUARY	FEBRUARY	MARCH	APRIL
MAY ?	JUNE	JULY	AUGUST
SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER

Dear ——

This is a personal reminder of your membership to the ATLANTA URBAN LEAGUE.

The red check mark on the calendar above indicates the month in which your membership was due. The red question mark indicates this month. These marks will tell you how many months you are overdue.

We realize that you probably overlooked this small matter and that this little reminder is all that is needed. We look forward to hearing from you at an early date.

Sincerely,

Membership Secretary

THE ATLANTA URBAN LEAGUE

Over Thirty-Five Years of Preventive Social Service

JAckson 1-2355 • 239 AUBURN AVENUE, N. E. • ATLANTA 3, GEORGIA

April 24, 1959

MEMORANDUM:

To: Atlanta Urban League Board of Directors

From: (Mrs.) G. T. Hamilton, Executive Director

Clarence D. Coleman, Community Services Secretary

The enclosed bulletin is sent for your information. The Council of Neighborhood Organizations prepares this Newsletter primarily as a means of communication between the groups in its membership.

Mr. Jesse Hill, is serving as the Atlanta Urban League Board Advisor in the Community Organization program this year.

THE ATLANTA URBAN LEAGUE'S

COUNCIL OF NEIGHBORHOOD ORGANIZATION

239 AUBURN AVE
SUITE 400
JA 1-2355

NUMBER 1 APRIL-1959

COUNCIL OFFICERS - 1958-59

PRESIDENT . . . . . MR. J. R. HIGHTOWER

1st VICE PRESIDENT . . . . . MR. GEORGE ATKINSON

2nd VICE PRESIDENT . . . . . MR. EMANUEL HILL

SECRETARY . . . . . MRS. CORINE LANG

ASSISTANT SECRETARY . . . . . MRS. FREIDA BESLEY

TREASURER . . . . . MR. JAMES H. WILLIAMS

CHAPLAIN . . . . . ELDER J. L. BATES

ANNUAL MEETING CHAIRMAN . . . . . .MRS. FREIDA BESLEY

EDITOR OF NEWSLETTER . . . . . MR. JOSEPH AMAH

COUNCIL MEMBERS

BLANDTOWN CIVIC LEAGUE
BUSH MOUNTAIN PROGRESSIVE CIVIC LEAGUE
CAREY PARK CIVIC LEAGUE
CARVER HOMES TENANTS ASSOCIATION
EAGAN HOMES TENANTS ASSOCIATION
EDGEWOOD CIVIC LEAGUE
FORREST GROVE CIVIC LEAGUE
FRIENDLY NEIGHBORHOOD CLUB
GRADY HOMES TENANTS ASSOCIATION
HERNDON HOMES TENANTS ASSOCIATION
HIGHTOWER ROAD CIVIC LEAGUE
LAMAR HEIGHTS ALL PURPOSE CLUB
PERRY HOMES TENANTS ASSOCIATION
PHILADELPHIA CIVIC LEAGUE
REYNOLDSTOWN CIVIC LEAGUE
ROCKDALE PARK CIVIC LEAGUE
SOUTHSIDE CIVIC LEAGUE
THOMASVILLE CIVIC ASSOCIATION
UNIVERSITY-JOHN HOPE HOMES TENANTS ASSOCIATION
URBAN VILLA CIVIC AND IMPROVEMENT ASSOCIATION

URBAN LEAGUE STAFF

EXECUTIVE SECRETARY . . . . . .MRS. GRACE T. HAMILTON

COMMUNITY SERVICES SECRETARY . . . . . .MR. CLARENCE D. COLEMAN

FIELD REPRESENTATIVES . . . . . MR. JOSEPH J. AMAH &
MR. NORMAN A. EDWARDS

WHY SHOULD EVERYONE REGISTER TO VOTE
BY
JESSE HILL, JR.
BOARD MEMBER - ATLANTA URBAN LEAGUE

The Current All-Citizens Registration Campaign is sponsored by a city-wide non-partisan committee of citizens for the purpose of increasing the number of registered citizens in our community. The effort is a cooperative one, including churches, social agencies, businesses, citizen's neighborhood groups, other civic organizations and citizens from all walks of life.

We feel that under our form of government it is imperative that all citizens register and especially members of minority groups.

We point out below some specific reasons why everyone should register and vote in Atlanta NOW.

1. The American Government is established on the principle that the people shall rule and not a dictator nor a class.

2. Unless we are Registered and Vote we have no share in the Government of the Country, and are not full American Citizens.

3. Everyone knows that Negroes in Atlanta are denied many privileges.. Employment opportunities are some examples of things denied Negro Citizens. At the same time, Negroes are taxpayers and are approximately 30% of the population of the City.

4. It is time to stop begging on our knees for what we can secure in the Voters Booth.

5. By registering, you not only help yourself personally in so many ways but you make it easier to secure things that might be needed in your community such as better lighting, better and cleaner streets, better police protection, etc.

6. There is nothing difficult or embarrassing connected with registering to vote in Atlanta. Only simple routine questions for necessary information will be asked.

7. By registering and voting properly, you can help make Atlanta an example of true Brotherhood in practice.

8. The Ballot is our ticket to Freedom.

9. It will help on securing employment

10. It is one of the most potent and important citizenship rights we possess.

11. A Voteless People is a Hopeless People.

LAW AS A SOURCE OF FREEDOM

BY

JOSEPH J. AMAH

When we talk of freedom, we mean the natural right of the individual and to understand this we must consider the state that all men are naturally in, that is a state of perfect freedom to order their freedom and dispose of their possessions and persons they think fit, within the bounds of the law of nature, without asking leave or depending upon the will of any other man. But this freedom can only be maintained in an ordered society. An ordered society must have laws and regulations to protect freedom. What we want is liberty not license. Thus, I am free to drive my car at 100 miles per hour, but provided in doing so, I do not deprive others of their own right to use the highway or by depriving them of their life.

Hence, laws are made. The state must have the right to punish so that all men may be restrained from involving others rights.

But law has also a philosophy. It has long been realized by self-realizationists - a body of ethical thinkers - that individual tends to identify his interests with those of the society. The Epicureans and Stoies sought to achieve ordered society by sensual pleasure, absence of pain. But philosophers have shown that ethics is a demonstrable science for Locke said, "Put Morality on a National Basis, the Principles of Morality are capable of demonstration, as well as Mathematics."

There are three kinds of moral laws:

1. The Law of Opinion: Men everywhere give name of virtue to those arisen which they judge to be praiseworthy among them and call that vice which they account blamable. It thus became an empirical generalization stating in summary form the experience of given society concerning the best means of happiness, equality, liberty, etc., and incorporated in the societies, tribes or states.

2. The Civil Law: This is set by the common-wealth and enforced by the courts, the police and the whole power of state. It tends to coincide with the law of opinion, because as soon as any action is scorned by the law of operation, it will, sooner or later be incorporated in the civil law.

3. Divine Law: The law which by the right of nature, or by voice of revelations. All three of these are related inescapably. They should correspond with the rule of right and wrong, which the Law of God has established. Hence, they all condemn vice and prescribe virtue.

In exercise of legal principles, we fall back on the state of nature, i.e., substance of law. It means that what is the natural case on some particular community or society at some particular time. The criterion by which to examine any legislation is the degree to which it conforms to man's natural right.

Finally, law must be enforced. In as much as it is necessary for the state to make laws, without which the individual, freedom cannot be protected, there must be a provision to enforce the laws. There must be a clear method of doing this to guard against arbitrary and despotic action.

Some of the most important of these are:

1. Any individual who is accused must be brought to trial and the charge against him must be clearly rated or specified.

2. An accused must be confronted by witnesses against him and these should be examined by his attorneys.

3. Trial should be by impartial judiciary.

SPECIAL ANNOUNCEMENT

The Third Annual Meeting of the Council of Neighborhood Organizations of the Atlanta Urban League, will be held, May 12, 1959, at 8:00 P. M., in Roosevelt Hall, University-John Hope Homes, 668 Fair Street, S. W. The Theme of the meeting is "THE CITIZENS RESPONSIBILITY IN A DEMOCRACY." A major speaker will be featured and refreshments will be served. Each Neighborhood is expected to pay their $10.00 Membership in the Atlanta Urban League.

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NEIGHBORHOOD REPORTS

BLANDTOWN CIVIC LEAGUE SEEKS DOOR-TO-DOOR MAIL AND TRANSPORTATION

The League has been trying for months to get door-to-door mail and improved bus service in the area. They are now engaged seriously on Registration. They also plan sending three permanent representatives to attend the Council of Neighborhood Organization Meetings.

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BUSH MOUNTAIN PROGRESSIVE CIVIC LEAGUE PLANS FOR ANNUAL MEETING IN JUNE

Mr. G . H. Murdell, chairman of the Bush Mountain Progressive Civic League, reports his League will hold annual meeting in June this year. Presently, they are engaged in Registration.

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CAREY PARK CIVIC LEAGUE VOTERS REGISTRATION DRIVE

The president reports that organization is set up for conducting an all out drive on Registration. They have no major program this year, except registration and clean-up campaign.

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CARVER HOMES TENANTS ASSOCIATION PLANS FOR HEALTH FAIR PROGRAM IN APRIL

The Carver Homes Tenants Association is planning a big clean-up drive in April. They are also looking forward to a new Park in their Neighborhood and are making plans for an Art Program for Teenagers.

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EAGAN HOMES TENANTS ASSOCIATION

This Neighborhood plans to send three representatives to attend the next Council of Neighborhood Organizations Meeting. Their Neighborhood Meeting is on the 3rd Tuesday of every month.

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EDGEWOOD CIVIC LEAGUE CONDUCTS COUNTY VOTERS REGISTRATION DRIVE

Edgewood Civic League is hoping to swell the number of registered voters as part of their program this year. They are also making plans for their annual meeting at which time the League will develop a revitalized program.

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FORREST GROVE CIVIC LEAGUE PLANS FOR RECREATION PARK FOR CHILDREN

Rev. Jackson, president of the Forrest Grove Civic League, reports street improvements in his community. Progress in city-wide registration and recreation park for children.

The president reports also that a community club will be organized to conduct a recreation building fund campaign. A recreation building is badly needed for the community. They hold their neighborhood meetings on the 3rd Sunday of every month.

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GRADY HOMES TENANTS ASSOCIATION HELD PARTY FOR TEENAGERS IN GRADY COMMUNITY CENTER

A Christmas Party was held for the children in Grady Community Center. This Association is presently engaged in setting up a committee for door-to-door work on registration. They also plan sending the three representatives to attend the next Council of Neighborhood Organizations Meeting.

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HIGHTOWER ROAD CIVIC LEAGUE PLANS PRECINCT MEETING, TUESDAY, MARCH 17th

Mrs. Hendrix, president, Hightower Road Civic League, reports working hard on registration. As the Precinct Leader, she and her Civic League are planning precinct meeting on Tuesday, March 17th, 1959. She also plans having a person ready to briefly sum up the discussion and make a motion on organization of her League.

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NEIGHBORHOOD REPORTS

PERRY HOMES TENANTS ASSOCIATION HAS 156 QUALIFIED VOTERS

All members of the Perry Homes Tenants Association are planning an all out drive for registration. They have 156 voters in their neighborhood and each building is responsible for its building.

The Perry Homes Red Feather Club sponsored a Fashion Tea, Sunday, April 5th, at the Community Center. Mrs. Freddye Henderson, designer, was the commentator. Designs from the Hope's Vogue Shop were featured. The affair was given as a benefit for the Atlanta Community Chest.

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FRIENDLY NEIGHBORHOOD CLUB GIVES FUNDS FOR UNDERPRIVILEGED CHILDREN

Mrs. Keith, president of the Club reports a Community Club has been organized to conduct fund raising program for the underprivileged children. Her Club has also given linen to Happy Haven Home, which is a part of their yearly program. This Club is cooperating with the city-wide Registration Campaign under the leadership of Mr. James Gardner, precinct leader of 3K.

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PHILADELPHIA CIVIC LEAGUE

Mrs. Della Reynolds, president of the Philadelphia Civic League, reports that their major interest this year is on Registration. She has sent three permanent members of her league to represent them in the Council of Neighborhood Organizations. They are: Mrs. Catherine Buckland, Mrs. Elsie Davis and Mrs. Clara Josie.

Mrs. Reynolds reports progress on Registration. They are now engaged on Clean-up Campaign Project and also painting mail boxes in her community. She further reports that a Community Club has been formed to conduct a recreation building fund campaign. A recreation building is badly needed for the community.

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REYNOLDSTOWN CIVIC LEAGUE

Reynoldstown Civic League held its second anniversary celebration on Sunday, October 19, 1958, under the chairmanship of Mr. J. R. Hightower, president of the Reynoldstown Civic League. Miss Frankie V. Adams, Professor of The Atlanta University School of Social Work, was the guest speaker. She spoke on Cooperation and Responsibilities of a Civic Worker. She said among other things that all members of this community should have the spirit of leadership, the nerve to accept responsibilities and faith to work together to a given goal. Her address was responded to by the Rev. C.L. Henderson, pastor of the Wiley Street Memorial Church. The president, Mr.Hightower, made a presentation of the guests, followed by closing remarks.

Mr. Hightower reports they have raised money for their local city-wide registration effort. They held a Tea Fair Party in their neighborhood. Twenty-five members were present in their local neighborhood council meeting. They expect their new school to open in September.

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SOUTHSIDE CIVIC LEAGUE

This league will take a major responsibility to organize fund raising program to give out scholarships for deserving children in the community. They are also organizing for Boys Club Organization.

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THOMASVILLE CIVIC LEAGUE

Mr. Robert Norwood, president of the Thomasville Civic League, reports his league is engaged in registration and clean-up community campaign this year.

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NEIGHBORHOOD REPORTS

UNIVERSITY-JOHN HOPE HOMES CO-SPONSORS LEGAL FORUM

A legal forum was held in the University-John Hope Homes, 668 Fair Street, S. W., Atlanta, Georgia, February 3, 1959... This forum was the first in a series of legal forums, co-sponsored by the Gate City Bar Association and the Council of Neighborhood Organizations of the Atlanta Urban League.

The Officers of the Gate City Bar Association are:

President..... Atty. R.P. Herndon
Vice President..... Atty. D.L. Hollowell
Secretary..... Atty. R. T . Powell
Asst. Secretary.... Atty. C. M. Clayton
Treasurer..... Atty. C. S. Robinson
Chm. Prog. Comm.... Atty. C. M. Birnie

The Host for this meeting were the Tenants Association of the University-John Hope Homes. Mr. J. R. Hightower, was accorded the dignity of being the presiding Chairman of this important meeting. Prayer and welcome remarks were made by Mr. T .J. Crittenden, Manager, University-John Hope Homes.

Attorney C. M. Birnie, Moderator, introduced the Host of Honor.
Topic - "Some Legal Aspects of the Public School Situation in Georgia"
Those on the panel were: Attorneys Walden, Hollowell and E. E. Moore, Jr.

Attorney Hollowell was the first speaker, he gave us the background of the law and policy of public schools in Georgia. He reviewed the Supreme Court School Decisions held in Florida, Oklahoma and other states on Public Schools.

Attorney Moore pointed out to the House that the Bar Association is waging an incessant battle to overcome school conflicts in Georgia. He pointed out that as a result of their struggle, they were successful in helping to implement the Court's decision.

Colonel Walden congratulated the Urban League Council for their idea in bringing people together to listen and to understand the fundamental rights of citizenship. He said that the growing states of the earlier world were confronted with irreconciliable opposition between freedom and expansion and that differences of people derive from individuality. He appealed to everyone for moral support because things are indeed moving on and will continue to move. The hard core is melting away for the moral judgement of mankind.

The president of the University-John Hope Homes, Mrs.Besley, reports that she and her community have 30 block workers presently on door-to-door duties on registration. They are planing for a motor pool to take the members of her community to the courthouse to register. They are also planning for "Housewife" Fair in May at a date to be fixed later. Two hundred members from her neighborhood were present at the forum. Her community also donated $25.00 to the Heart Fund.

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MR. J. B. BLAYTON, SR., INSTALLS OFFICERS

Mr. J. B. Blayton, Sr., President of the Board of the Atlanta Urban League, at a recent meeting of the Council, spoke to the representatives of the Council about Citizens Responsibilities for Community Developments. He received contribution of $100.00 from the Council for the Urban League and installed the officers for the coming year.

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Mrs. Freida Besley was elected Chairman of Annual Meeting Program, during the last general meeting of the Council of Neighborhood Organizations.

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May 18, 1959

MEMORANDUM:

To: Board of Directors - Atlanta Urban League

From: (Mrs.) G. T. Hamilton

: : : : :

The Board of Directors has been requested, by Mr. E. M. Martin, Chairman of the Citizens Committee on Employment and Economic Opportunity, to consider "accepting the responsibility of the permanent community agency outlined"...

The attached memorandum will provide you with background for this recommendation. We hope that you will have a chance to read this material before Thursday's meeting.

May 18, 1959

MEMORANDUM:

To: ATLANTA URBAN LEAGUE BOARD OF DIRECTORS

From: (Mrs.) G. T. Hamilton, Executive Director

Re: Citizens Committee on Employment and Economic Opportunity

: : :

On May 6, 1959, a representative group of approximately fifty Negro citizens convened, at the invitation of Mr. E. M. Martin, for a meeting described as "very well being the most beneficial and important conference held in recent years for the benefit of the economic welfare of Negroes in Atlanta". Persons were invited as individuals, but the group in attendance included professional and/or lay leadership of the following institutions and agencies:

Atlanta Urban League
Phyllis Wheatley Y. W. C. A.
Butler Street, Y. M. C. A.
Westside Voters League
Atlanta Negro Voters League
Empire Realty Board
N. A. A. C. P.
Southern Field Office, NUL
Atlanta Daily World

Faculty and/or Administrators of
Atlanta University
Morehouse College
Morris Brown College
Clark College
Georgia State Employment Service
Principal of Carver Vocational School
Ministerial Leadership, and
Executive Committee Members of
Atlanta and Fulton Counties

The following members of the Atlanta Urban League Board were present:

Mr. J. B. Blayton
Mr. A. T. Walden
Dr. S. Z. Westerfield
Mr. Jesse Hill, Jr.
Mr. J. R. Henderson
Dr. Rufus E. Clement
Mr. F. V. Brooks

Staff present:

Mr. Clarence D. Coleman
Mr. R. A. Thompson
Mrs. G. T. Hamilton

Mr. Martin presided and the purpose of the meeting was stated as being the presentation and discussion of the ideas of a "group of young men" concerning means for advancing the Negro's employment opportunities and economics.

The following reports were presented:

Dr. Samuel Westerfield - Economic Background of Southeastern Region
A labor surplus area - industrial growth not in "labor using" developments;

continued out-migration; increased efforts of automation; region characterized by traditional classification of jobs by race - Negro's advancement dependent upon rate of economic growth of region as a whole. He proposed as most practical approach for improvement - private employment in industry with Government Contracts and Federal Government Employment. *See page #3.

Mr. J. R. Wilson - - Re: the unsuccessful experience during 1956-1958 - a group of citizens tried to secure upgrading and expansion of work opportunity for Negroes in city departments - water and sanitation.

In the discussion period led by Dr. C. A. Bacote, the group was asked to consider the attached outlines of "job demands" and "recommended action". At the conclusion of the discussion, it was voted that the statement of recommended action be accepted in principle, and that the officers and steering committee be authorized to consider implementation.

During the discussion the following relevant comments were made in regard to Point F. -("That some established and permanent community agency, capable of providing continuous professional guidance, be requested to give priority in its program to this problem of economic equality and employment. This professional direction would be supplemented by the work of the various citizens sub-committees from which reports will be required at stated intervals".)

1. All of the community agencies present share, in some degree - depending upon resources of staff and budget, responsibility for some of the objectives listed in the outline.

2. The Atlanta Urban League's pilot project in Federal Civil Service clerical employment was mentioned.

3. It was suggested that all of the organized agencies be queried by the "steering committee" to determine how much of the total community responsibility each agency or institution could assume, and what, if any, were the limiting factors.

In view of the procedures described above, the following recommendations are proposed for Board consideration, and for transmittal to the Steering Committee - Conference on Economics and Employment - in reply to Mr. Martin's letter of May 14th:

1. The Atlanta Urban League supports the objectives as defined by the conference.

2. The Atlanta Urban League's current program includes an experimental and pilot project designed to increase and improve the opportunities for qualified Negro applicants to secure employment in the Federal Civil Service. This effort is presently concentrated upon clerical employment on the basis of advice from the President's Committee on Government Employment Policy and because the number of opportunities and turnover in these job classicifications increases the possibility of successful employment. This project is being coordinated by the Atlanta Urban League with the cooperative assistance of the Business Education Teachers Association of Atlanta and Fulton Counties.

3. The Atlanta Urban League has long recognized the need for improved and increased community resources for vocational guidance and counselling. We believe that consistent work in this area would contribute substantially to meeting some of the needs outlined by the Conference on Economic Employment. The Atlanta Urban League's operating budget would have to be expanded by approximately $10,000.00 annually in order for the Atlanta Urban League to expand its program in this area. If the Conference on Economics and Employment can provide the necessary finances for the Atlanta Urban League, the agency will be glad to assume the responsibilities suggested for the "continuing community agency".

4. The Atlanta Urban League Board and staff express their continued willingness to cooperate with the Conference in all ways which are possible under existing limitations of staff and budget.

*Mr. J. R. Henderson-Re: community's experience under Atlanta Urban League leadership during pre-and post war period to secure aircraft training and employment in wartime plants.

RECOMMENDATIONS FOR CONSIDERATION ON EMPLOYMENT

GENERAL CITIZENS COMMITTEE ON EMPLOYMENT AND ECONOMIC OPPORTUNITY

It has come to the attention of several citizens that certain unfair restrictions have been imposed regarding persons who may take examinations for employment within the City Government. Since selection of the best qualified persons for jobs in the City Government can be achieved only through just and equitable procedures in examining, hiring and upgrading, without regard to race, creed or color, it is proposed:

A. That a committee be formed, composed of at least one representative of the clergy, plus other citizens selected from two categories: those before whom political candidates regularly appear for support prior to each election, and those citizens not necessarily known to the city officials and not actively engaged in politics;

B. That this committee, at the earliest feasible time, and certainly before June 1, 1959, call upon the Mayor and/or other officials and present to him or them a prepared statement clarifying our concern over the inadequate economic opportunities open to Negro citizens, especially in the area of mass employment;

C. That this committee further request that immediate steps be taken to give Negroes employment in the municipal work force above the low grades to which Negroes are currently relegated;

D. That in addition to the conference with the Mayor and other officials, the committee follow up its conference by calling this General Committee into session on, or before, June 10, 1959 for the purpose of reporting their findings and making plans for a "MID-TERM CITIZENS CONFERENCE" with the Mayor and all elected officials for the purpose of securing a clear-cut and objective report of their stewardship while in public office.

E. That the following additional sub-committees be formed:

1. Committee on municipal employment.

2. Committee on Federal Employment, with special attention to getting a large

number of Negroes on civil service lists. This committee should include college deans and college placement officers. College juniors and seniors should be encouraged to take various civil service exams.

3. Committee on New Industries announced as coming into the community.

4. Committee on the organization of a holding or investment company that would create jobs in certain consumer business areas that refuse to give Negroes consideration.

5. Committee on employment in the health and medical field especially in the area of professional nursing where we have a sizable trained but neglected work force.

6. Committee on "Selective Buying" in areas where we spend but cannot work.

7. Committee on qualified personnel.

8. Committee to approach near-monopolies such as utilities on the employment of Negroes in higher grades.

9. Committee on Public information and education.

10. Committee on political research and employment opportunities.

F. That some established and permanent community agency, capable of providing continuous professional guidance, be requested to give priority in its program to this problem of economic equality and employment. This professional direction would be supplemented by the work of the various citizens sub-committees from which reports will be required at stated intervals.

May 6, 1959

JOB OPPORTUNITIES DENIED NEGROES
(ATLANTA)

1. Municipal, County, State and Federal Employment

   a. Municipal Jobs

      1. Engineers - classified (Not Labor)
      2. Meter Readers
      3. Inspectors
      4. Construction Department Workers (other than labor)
      5. Building Inspectors
      6. Firemen

2. General Responsible Jobs: Truck Drivers

      1. Bread Delivery Routes
      2. Milk Delivery Routes
      3. Beer Delivery Routes
      4. Candy Delivery Routes

3. Office Workers (White Collar)

      1. Department Stores
      2. Drug Stores

4. Clerk Positions

      1. Department Stores

5. Automobile Mechanics

      1. Garage Mechanics
      2. Garage Clerks

6. Southern Bell Telephone and Telegraph Company

      1. Installation Men
      2. Linemen
      3. Operators (Long and Local Distance)

7. Western Union

      1. Clerical Jobs

8. Newspaper Jobs - (Inside and Outside)

9. Newly established industries in the community.

May 21, 1959

MINUTES: Board of Directors - Atlanta Urban League

ATTENDANCE: Messrs. Blayton, Brooks, Cannon, Henderson, Hill, Jett, McMains, Sanders and Westerfield; Miss Bullard; Mmes. Curry, Pendergrast and Pauley

STAFF: Mrs. Hamilton, Mr. Coleman, Mr. Thompson and Mrs. Mickens

: : : :

The regular monthly meeting of the Board of Directors convened at 3:30 o'clock with the Chairman, Mr. J. B. Blayton, presiding.

Prayer was offered by Reverend McMains and the minutes of the previous meeting were adopted.

Mr. Thompson presented, for Board consideration, a proposed resolution regarding Urban Renewal and Enforcement of the Housing Code. After a brief discussion, it was moved, properly seconded and unanimously voted, that the resolution be approved and that copies be sent to the press and other city officials. (Copy attached).

Copies of the Central Atlanta Newsletter with maps of renewal areas were distributed.

Mr. W. S. Cannon, Treasurer, gave a statement of income received as of May 20, 1959. (Copy attached - to absent members) .

Mrs. Mickens reported that six Board members had secured a total of $188 in new memberships on the obligation assumed earlier during the year. Persons and amounts reported were as follows: Mrs. Curry - $88; Mr. Shulhafer- $50; Mrs. Selvage - $25.00; Mrs. Pauley - $15; Mr. Fleming - $5.00 and Mr. Jett - $5.00. Mr. Hill had secured $45.00 in memberships which he will report later.

Mr. Henderson suggested that a resolution, expressing the feelings of this Board, be sent to the family of Mr. Walter Paschall. It was unanimously voted that a resolution be prepared and sent to the Paschall family and become a part of the record. (Copy attached).

Mrs. Pendergrast reminded the group of the Paschall Educational Fund to which contributions might be sent in care of Mr. George Goodwin, First National Bank.

Dr. Westerfield reported upon the Conference on Economics and Employment. (Copies of this report and the request that this Board consider the proposal that the Atlanta Urban League, "as an established and permanent community agency, capable of providing continuous, professional guidance, be requested to give priority in its program to the problem of economic equality and employment", were sent members prior to the May 21, meeting).

Mrs. Hamilton stated, that a member of the Board who could not be present,

had telephoned to say that, should the Board decide that expanded activities in this area are possible and if additional financial resources were available, it should be made clear to all concerned that points 4, 6 and 10, (see Recommendations for Consideration by Committee on Employment and Economic Opportunities) were excluded as completely outside the agency's role.

In the discussion, questions were asked concerning whether the "Conference" was a regularly organized group with an established Board, officers, etc.; what resources were available to the "Conference" itself; and what parts of the program suggested were being assumed by other agencies represented in the "Conference"? Comments were made upon the great and continuing need to increase work opportunities for Negroes in the Atlanta area; upon the gains in employment opportunities for Negroes which have resulted from other phases of the Atlanta Urban League's program; and upon the fact that any expansion of program activity inevitably requires expansion of budget.

It was suggested that a Board Committee be appointed to evaluate the Atlanta Urban League's program; review priorities, and recommend to the Board, areas in which the Atlanta Urban League might extend its program within existing resources.

Upon a motion by Dr. Westerfield, properly seconded, it was voted that such a committee be appointed. The motion was unanimously approved.

The Chairman appointed the committee as follows: Dr. S. Z. Westerfield, Chairman, Mr. James O. Sanders, Mr. J. R. Henderson, Mr. Jesse Hill, Miss Helen Bullard and Rev. Harrison McMains.

Mrs. Pendergrast and Mrs. Pauley reported upon HOPE. There are now active chapters in Marietta, Gainesville and Athens. One is in process of organization in Macon. HOPE'S speakers bureau is trying to meet all requests for speakers before groups in order to extend understanding of the real situation facing the schools in the State.

Mrs. Pendergrast reported upon the recent decision that public libraries will serve all citizens who wish to use the resources.

The meeting was adjourned at 5:15 o'clock.

Respectfully submitted,

J. B. Blayton, Chairman

(Mrs.) G. T. Hamilton, Exec. Dir.
For
Rebecca M. Gershon, (Mrs. Harry M.)
Secretary

Enclosures:
1. Resolution - Re Housing Code
2. Central Atlanta Newsletter - Absent Members
3. Financial Statement
4. Paschall Resolution

THE ATLANTA URBAN LEAGUE

Over Thirty-Five Years of Preventive Social Service

JAckson 1-2355 · 239 AUBURN AVENUE, N. E. · ATLANTA 3, GEORGIA

May 22, 1959

TO THE FAMILY OF WALTER G. PASCHALL

The Board of Directors of the Atlanta Urban League would like to pay tribute to one of its members - to WALTER G. PASCHALL - whose own life gave life itself a deeper significance, and whose gentle heart and joy of living, touched the lives of those who knew him, and whose immortality is rooted in this touching.

Few citizens have loved and served their City and their State with such a rare devotion.

He lives today in the lives he touched, and in the creation of desire for a better world.

Few men have ever left a greater reservoir of compassion from which coming generations can draw - and in the drawing - give thanks for this man.

Adopted May 21, 1959.

J. B. Blayton, Chairman
BOARD OF DIRECTORS

Grace T. Hamilton
Executive Director

Mrs. Walter G. Paschall and Family
899 Briarcliff Road, N. E.
Atlanta 6, Georgia

mm

THE ATLANTA URBAN LEAGUE

Over Thirty-Five Years of Preventive Social Service

JAckson 1-2355 • 239 AUBURN AVENUE, N. E. • ATLANTA 3, GEORGIA

RESOLUTION

WHEREAS, The City of Atlanta is to be commended for its initial efforts to eliminate slums and blighted areas; and

WHEREAS, Atlanta's participation in the Federal Urban Renewal Program offers a great opportunity to continue and extend the City's program to eradicate slum and blight; and

WHEREAS, An essential step in the development of the City's Urban Renewal Program is effective and relentless enforcement of the Housing Code, recently adopted by the City and approved by Federal Urban Renewal Officials;

THEREFORE, Be it resolved that the Board of Directors of the Atlanta Urban League assure the Mayor of Atlanta, and the members of the Aldermanic Board of our wholehearted support of all necessary steps to strengthen enforcement of the Housing Code, in a demonstration of sincere determination to eliminate unsafe and unsanitary housing conditions in our City.

Adopted: May 25, 1959.

ATLANTA URBAN LEAGUE BOARD OF DIRECTORS

J. B. Blayton, Sr., Chairman

(Mrs.) G. T. Hamilton
Executive Director

TOTAL QUOTAS, NUMBER OF APPLICATIONS AND STARTS OF 221-HOUSING
IN
SEVENTY-THREE CITIES AND THIRTY-FIVE SOUTHERN CITIES

JUNE, 1959.(1)

GEOGRAPHIC AREA	QUOTA		APPLICATION		STARTS		PERCENT		
	NO.	%	NO.	%	NO.	%	QUOTA	APPLI-CATIONS	STARTS
TOTAL (73 Cities)	82,032	100.0	18,449	100.0	10,627	100.0	100.0	22.5	13.0
SOUTH (35 cities)	39,726	48.4	14,896	80.7	9,063	85.3	100.0	37.5	22.8
OUTSIDE SOUTH (38 cities)	42,306	51.6	3,533	19.3	1,564	14.7	100.0	8.4	3.7

(1) House and Home, January, 1960, p. 81.

SOME FACTS ABOUT THE DEVELOPMENT OF CHURCH AND URBAN HOMES
ATLANTA, GEORGIA, MAY, 1960

PROJECT	UNITS			LAND			LAND COST PER FAMILY UNIT
	NO. UNITS	EST. COST PER UNIT	COST TOTAL	ACRES	COST	COST PER ACRE	
CHURCH HOMES (1) (Butler St. project)	483	$8,000	$3,864,000	18.2	$352,232	$19,353.41	$729.26
URBAN HOMES (2) (University Area)	565	$8,000	$4,520,000	22.6	$337,500	$14,933.63	$597.35
TOTAL	1048	$8,000	$8,384,000	40.8	$689,732	$16,905.20	$658.14

(1) - Sponsored by Wheat Street Baptist Church, Atlanta, Georgia

(2) - Sponsored by a non-profit group of private individuals.

Note: The Gate City Day Nursery, a Community Chest Agency, will be relocated in the University Urban Renewal Area at an estimated cost of $107,277.38.

Secondly, space for a doctor's office has been provided, and it is estimated that the facility will cost approximately $50,000.00

DOMESTIC SERVICE	
Check the class of service desired; otherwise this message will be sent as a fast telegram	
TELEGRAM	
DAY LETTER	
NIGHT LETTER	

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WESTERN UNION
TELEGRAM

1206 (4-55)

W. P. MARSHALL, PRESIDENT

INTERNATIONAL SERVICE	
Check the class of service desired; otherwise the message will be sent at the full rate	
FULL RATE	
LETTER TELEGRAM	
SHORE-SHIP	

NO. WDS.-CL. OF SVC.	PD. OR COLL.	CASH NO.	CHARGE TO THE ACCOUNT OF	TIME FILED
			SOUTHERN REGIONAL COUNCIL, INC.	

Send the following message, subject to the terms on back hereof, which are hereby agreed to

SEPTEMBER 1, 1959

MR. ROBERT A. THOMPSON
623 SOUTH MONROE STREET
LYNCHBURG, VIRGINIA

TERRIBLY SORRY TO HEAR OF YOUR FATHER'S DEATH.

ALL YOUR FRIENDS AT SRC SEND THEIR DEEPEST SYMPATHY.

HAROLD FLEMING

THE ATLANTA URBAN LEAGUE

Over Thirty-Five Years of Preventive Social Service

JAckson 1-2355 • 239 AUBURN AVENUE, N. E. • ATLANTA 3, GEORGIA

September 9, 1959

RECEIVED SEP 11 1959

TO: THE BOARD OF DIRECTORS, ATLANTA URBAN LEAGUE

FROM: GRACE T. HAMILTON, EXECUTIVE DIRECTOR

This memorandum comes to report to members of the Board upon some of the events of the summer.

PERSONNEL: A short time after the June Board Meeting, the Atlanta Urban League was asked by the National Urban League, to grant Mr. Coleman, a twelve month leave, in order to permit him to accept a post during this period as "Community Organization Consultant" on the Southern Field staff of the National Urban League. Upon the recommendation of the Personnel Committee, leave was granted beginning July 1, with the understanding that he shall be available to the Atlanta Urban League immediately prior to and during the Community Chest Campaign of 1959, for staff direction of the House-to-House Division.

Mrs. Kathryn Brisbane, who was Community Organization Assistant on the League staff during 1957-58, and who returned from a year in India in July, was invited to rejoin the staff as Community Organization Secretary. She began work on August 1, 1959. Mrs. Brisbane's husband was Fulbright Professor of Political Science at the University of Patna, and during the family's year there, Mrs. Brisbane served as Guest Lecturer on Health and Recreation at the Government School of Health and Physical Education, and as recreation director for the Seminar sponsored by the U. S. Education Foundation in India.

PROGRAM REVIEW COMMITTEE

The Program Review Committee, established by Board action at its last meeting has held two meetings. Job description of staff members, and reports of current

program indicating staff responsibilities were provided the Committee, at the request of the Chairman of the Committee.. (Copies attached for the information of Board members).

HOUSING AND URBAN RENEWAL

The Citizens Advisory Committee for Urban Renewal has employed a part-time "Community Relations Consultant" to assist in the formal organization of community improvement clubs in neighborhoods of "221" housing. The report of the organization of the Santa Barbara Subdivision, includes recommendations of interest to all citizens interested in slum prevention. (Copies of this report are available upon request) The Atlanta Urban League's Community Organization Department has offered assistance to residents of "221" neighborhoods and looks forward to their inclusion when organized in the Atlanta Urban League Council of Neighborhood Organizations.

NATIONAL URBAN LEAGUE CONFERENCE

The Annual Conference of the National Urban League was held in Washington, D. C., September 5th-10th. Atlanta was represented by several members of the Atlanta Urban League Guild, including the president and president elect, and by Mr. Thompson of the Atlanta Urban League staff. (Mr. Coleman attended as a member of the Southern Field staff of the National Urban League).

UNITED APPEAL - Community Chest-Red Cross Campaign

The Steering Committee, Negro Division of the campaign has been organized during the summer - President Albert Manley, of Spelman College, is General Chairman, and Dr. Harry V. Richardson and Dr. Frank Cunningham, are Co-Chairmen. The House-to-House Organization is well underway with Mrs. Sarah Richardson, Mrs. Ethel Mallory and Miss Ora Belle Sherman, General Chairmen.

* * * * * * * * * * * * * *

The Board and staff of the Atlanta Urban League sent expressions of sympathy to Mr. Thompson and his family on the death of his father in Lynchburg, Va., on September 2nd.

AUGUST 14, 1959

JOB DESCRIPTIONS - ATLANTA URBAN LEAGUE STAFF

1. EXECUTIVE DIRECTOR

Mrs. Grace T. Hamilton - A. B., A. M.
Tenure: 1943---

Responsible for development and execution of agency's policies, as determined by the Board of Directors and approved by the Community Chest; for the administration of services, planning and coordination of program, general supervision of staff, conduct of activities, community relationships, interpretation to public, supervision of accounts and preparation of annual budget. Responsible for program to develop health and hospital facilities and services and for answering a wide variety of requests for agency services. Responsible to the Board of Directors.

2. ASSOCIATE DIRECTOR FOR HOUSING

Robert A. Thompson, Jr., - A. B., A. M.
Tenure: 1942---

Responsible for planning, development and supervision of the Housing Program of the agency; maintaining relationship with other agencies involved, consulting on technical matters within the agency and with community groups; assists Executive in some administrative functions with a wide degree of responsibility for policy formation, and/or development in housing field. May substitute for Executive on occasion in matters of policy making, administration and program. Shares with Executive responsibility for occasional job placement and counselling. Responsible to Executive and/or in specified areas, to the Board of Directors.

3. ASSOCIATE FOR COMMUNITY SERVICES

(Clarence D. Coleman, A. B., M. S. W. - Tenure: 1947---; Limited Leave during 1959-60)

Mrs. Kathryn Brisbane, A. B., M. S. W.
Tenure: 1956-57, 1959 -

Responsible for planning and development of Community Organization and Neighborhood development programs of the agency, including organization and staff direction of House-to-House Division of Community Chest Campaign in Negro Division, and supervision of Atlanta University School of Social Work Students assigned to agency for field work training in Community Organization; for maintaining relationship with other agencies involved in the specific areas of related program; for recruiting and training lay leadership for program activities in agency's coordinating program with Neighborhood Organizations; and for counselling and referral services in special cases. Responsible to the Executive and/or in specified areas to the Board of Directors.

4. OFFICE MANAGER AND SECRETARY

Mrs. Myrtle Mickens, A. B ., M. S. W.
Tenure: 1951---

Responsible for general office work including maintenance of membership, board and committee records; takes and transcribes dictation, makes appointments, handles phone calls, answers routine correspondence, orders general office supplies, and operates office machines. Serves as Secretary to the Executive, to whom she is responsible.

5. OFFICE SECRETARY

Mrs. V. B . Moore, Business Education and Secretarial Training
Tenure: 1952---

Responsible for receptionist functions, for general office work including use of office machines, makes appointments, handles phone calls, serves

as Secretary to two members of professional staff, responsible for maintenance of Neighborhood Organization records and files. Responsible to Executive and/or program associates for whom she serves as Secretary.

6. BOOK-KEEPER

James E. Gilbert - A. B ., and advanced training in Business Administration and Accounting.
Tenure: 1954 - (Part-Time)

Responsible for agency bookkeeping and financial records, preparation of financial reports, maintenance of retirement, insurance and social security records. Advises on major purchases, and assists in preparation of budget estimates and annual budget. Responsible to Executive.

Numerals represent professional staff carrying major responsibility for program described: (1) Housing Associate; (2) Community Services Secretary; (3) Executive Director

ATLANTA URBAN LEAGUE
REPORT OF PROGRAM
1958 - 1959

"For Preventive Social Work"

: : :

/OBJECTIVES/

* To determine community needs and to interest individuals and groups in undertaking to meet these needs.
* To encourage, assist and engage in the improvement of economic, housing and health conditions of the Negro population.
* To attempt to alleviate potential community tensions before they arise.
* To coordinate and cooperate with existing agencies and organizations to further the program of the League.
* To promote the improvement of community relations and to further cooperation of groups in behalf of the common welfare.

(1) /HOUSING/ Like all major cities of the United States, Atlanta faces problems of adequate housing for a rapidly expanding population. The need for living space and decent housing is severe for the Negro third of Atlanta's population.

A major program activity of the Atlanta Urban League during recent years, has thus been directed toward increasing the quantity and improving the quality of housing available to Negroes in new and undeveloped parts of the city. The staff services include relocation of sites to be developed for relocation housing; assisting individuals "graduating" from public housing because of over income, and persons displaced by highway construction, to find decent housing which they can afford; advising developers in acquiring land; participating in studies of proposed renewal

areas, and interpreting the need for additional housing and of the urban renewal program to citizens groups. More than 11,000 Negro families will be directly affected by dislocation as Atlanta's renewal program goes forward. The demands for assistance from the Atlanta Urban League's housing department may be expected to be greatly multiplied in the coming months.

Some of the measurable results of the League's housing program are the following: more than 8,795 new housing units for Negroes have been built in Metropolitan Atlanta. 4,135 of these new units, with an estimated mortgage of $32,680,000.00, were planned with the advice of or sponsored by The Atlanta Urban League. These League projects amounted to 49 per cent of the total 8,795 new housing units built for Negroes. The location of these newly acquired homes is shown below:

LOCATION OF THE NEWLY ACQUIRED HOMES

TYPE OF HOUSING	TOTAL	OLD CITY	ANNEXED AREAS	OUTSIDE CENTRAL CITY
TOTAL	10,554	3,919	5,953	682
NEW HOUSING	8,545	2,293	5,570	682
USED HOUSING	2,009	1,626	383	___

This quantity of new housing available to Negroes has prevented community tensions and reduced violence to a minimum in Atlanta. Such discord has occurred in other cities where the Negro's search for housing has been limited to moving into established neighborhoods.

(2) /COMMUNITY/ /SERVICES/ One of the primary functions of the Atlanta Urban League is Community Organization for social welfare. Unlike some social welfare agencies whose clients are individuals, the client of the Atlanta

Urban League is the community itself. Sometimes a community group seeks help from the League in solving a health, school or some other social problem which it faces. At other times, the League discovers the needs of a community and devises means to interest individuals or groups in taking action which makes a positive solution possible.

Since 1947, the League's Community Organization Department has carried responsibility for the residential solicitation (House to House Section of the Negro Division) in the Community Chest Campaign. Contact with neighborhoods during the campaign resulted in many requests to the League for assistance from individuals and groups faced with community welfare problems. "Red Feather Clubs", originally organized by the League to maintain interest in Chest activities throughout the year, stimulated interest in neighborhood improvement. Representatives of these neighborhood groups were united in the League's Council of Neighborhood Organizations in 1956. It thus became possible to work with indigenous leadership of neighborhood groups on problems and interests common to all. Under the guidance of the Atlanta Urban League's Community Services Department, these neighborhoods have come to recognize their needs, problems, limitations and potentials.

> Despite limited resources, this phase of the Atlanta Urban League's program has resulted in many gains for the entire community's welfare. Among these gains are the following examples: securing sewerage, water, gas and street pavement, obtaining traffic lights and school traffic police women, securing public transportation, securing transportation for school children, securing additional public school facilities, encouraging home improvement, provision of increased housing and health services, providing opportunities for adult education with the cooperation of the Atlanta Medical and Bar Associations, providing day care facilities with the cooperation of other public and private agencies.

In 1958, a South Atlanta Coordinating Committee was organized by the Atlanta Urban League. This is an area of rapidly expanding population, and the committee provides a channel for social agencies, housing

projects, churches, schools, health and other civic groups to plan cooperatively for meeting the social welfare needs of the community.

*1 - See attached

# # #

(3) HEALTH AND HOSPITAL SERVICES During 1958, a surgical training program for Negro physicians was started at Spalding Pavilion of Grady Memorial Hospital. This marked the first stage in the development of graduate training opportunities for Negro physicians in the city. Planning for medical education in other areas continues. The provision of training opportunities for Negro medical personnel was a major purpose of Spalding Pavilion of Grady Hospital, established as a direct result of the Atlanta Urban League's program.

*2 - See attached.

# # #

(1) + (3) EMPLOYMENT Occasional counseling is provided high school and college graduates who seek the League's assistance in securing employment. A pilot project is being undertaken during 1959, in cooperation with faculty members of commercial subjects, to increase civil service employment of qualified young people.

*3 - See attached

# # #

(2) + (3) INFORMATION SERVICES The Atlanta Urban League is called upon for information, interpretation, advice and special services by individuals and organizations interested in Atlanta and the Negro third of the city's population.

During the past year, more than 80 foreign visitors have been served by the Atlanta Urban League as a result of referrals by the State Department and other Federal Agencies. The countries which have been represented by these guests include: Japan, Indonesia, Malaya, East Pakistan, Singapore, Sweden, Belgium, Switzerland, England, France, The Netherlands, Germany, Mexico and Brazil.

PROFESSIONAL TRAINING OF SOCIAL WORKERS

The Atlanta Urban League supervises two students annually, training in Community Organization at the Atlanta University School of Social Work, and thus contributes to the development of professionally prepared social workers for the city, the state and the nation.

ADDENDUM

*1 The Atlanta Urban League Neighborhood Organizations cooperate actively in the annual city-wide registration effort, and the Atlanta Urban League Community Organization Secretary contributes professional assistance to the All-Citizens Registration Committee.

*2 A total of 144 new positions have become available to Negroes through the operation of Spalding Pavilion. They include 51 professional, and 11 administrative positions in classification completely new; and an additional 82 maintenance and operational jobs.

*3 Because of "helping" relationships with a wide variety of institutions and organizations, both public and private, the Atlanta Urban League is regularly called upon to assist in opening work opportunities and/or to advise and refer qualified persons for such positions. A recent example (June, 1959) is the referral of 6 railroad firemen, culminating a long effort of the International Association of Railroad Employees.

THE ATLANTA URBAN LEAGUE

Over Thirty-Five Years of Preventive Social Service

JACKSON 1-2355 • 239 AUBURN AVENUE, N. E. • ATLANTA 3, GEORGIA

October 8, 1959

RECEIVED OCT 9 1959

TO: THE BOARD OF DIRECTORS
ATLANTA URBAN LEAGUE

FROM: J. B. BLAYTON, SR., CHAIRMAN
MRS. G. T. HAMILTON, EXECUTIVE DIRECTOR

The first meeting of the fall will be held Thursday, October 15th, at 3:00 P. M., in the League Office.

The agenda will include program reports on developments since the last meeting in housing, urban renewal and the surgical training program of Hughes Spalding Pavilion - Grady Hospital. There will be a report of the Finance Committee and recommendations upon the 1960 budget request.

We sincerely hope that all members of the Board will be present.

COPY

October 21, 1959

Dear Mr. Granger:

The Atlanta Urban League Board of Directors discussed your memorandum of September 25, at a meeting on October 15. "The Summary Report on Urban League Finances for 1958 and 1959", was considered in connection with the questions raised in your memorandum. The following facts were noted as relevant and were taken into account in making the suggestions for consideration by the National Board of Trustees in their early November meeting.

1. The majority of affiliates receive most of their operating funds through federated financing - Chests or United Appeals. (31 receive 90% of their budgets and 56 receive 80% or more from this source.)

2. The majority of affiliates are able to raise comparatively small parts of their operating budgets from memberships or other contributions. (51 affiliates out of 61 expected to raise less than $5,000 in 1959, and 52 out of 60, raised less than $5,000 in 1958. In the model group less than $2,000 is raised.)

3. Five southern cities are without the support of federated financing and because of this, one has become inoperative.

Your memorandum states that 44 out of 60 affiliates have been able to pay less than the 4% of their budgets requested in dues to the National Urban League; 22 of the 60 have paid less than 2%; and 11 have paid nothing.

We therefore make the following suggestions for consideration:

1. That the National Urban League Board of Trustees review its basis of expectation with regard to dues payments from affiliates in light of the realities of experience.

2. That the National Urban League Board of Trustees develop alternate proposals to be considered by Boards of affiliates in the light of the particular situation and the particular relationship to federated financing in the local community.

As you know, the Atlanta Urban League considers itself bound by the terms of affiliation with the National Urban League "to pay dues...subject to

Community Chest action." We are presently prohibited by the Community Chest upon whom we are dependent, from making contributions to national support. The annual audit must specify that no such contributions are made. We are among the affiliates which receive 90% of our operating budget from the Chest, and which receive less than $5,000 annually from other sources.

We trust, however, that the informal agreements reached last year between Mr. Kheel and several members of our Board will continue until the situation here is modified. The understanding was that contributions from the Atlanta Urban League Guild to the National Urban League, and any individual contributions from Atlanta, would be credited towards "dues" for the Atlanta Urban League - although such contributions will not equal the amount requested as "dues" for affiliates.

We hope that the Board of Trustees of the National Urban League will understand our situation and the importance of these questions to us and perhaps, to affiliates whose situations are similar to ours.

Yours cordially,

J. B. Blayton, Chairman
BOARD OF DIRECTORS

(Mrs.) G. T. Hamilton
Executive Director

Mr. Lester Granger
Executive Director
National Urban League
14 East 48th Street
New York 17, New York

cc: Mr. Kheel

GTH:mm

October 15, 1959

MINUTES: Atlanta Urban League Board of Directors

ATTENDANCE: Messrs. Blayton, Boyte, Cannon, Henderson, Hill, Jett, and Walden; Miss Bullard; Mmes. Curry, Gershon, Pauley and Thomas

STAFF: Mrs. Hamilton, Mr. Thompson and Mrs. Mickens

: : : :

The meeting was presided over by the Chairman, Mr. Blayton. Prayer was offered by Mr. Walden. The Chairman extended greetings to members and welcomed Mr. Harry Boyte to the Board. The minutes of the previous meeting were approved by common consent.

Mr. Cannon gave a report of the meeting of the Finance Committee held on September 24. The Committee made the following recommendations:

1. That a request of $31,885.00 be made to the Community Chest for 1960 operations, and a total budget of $36,385.00 for the year.

2. That a request be made to the County for a contribution to equal that from the City; but this contribution should not be included in the budget estimate of income in 1960.

3. That efforts to secure basic and group memberships from all participants in the Atlanta Urban League Neighborhood Organizations be made, and that efforts be made to increase the contribution from the Atlanta Urban League Guild.

Upon motion by Mr. Jett, seconded by Mr. Walden, the 1960 Budget Request was approved and the report of the Finance Committee was adopted. (Summary and Explanation of Budget attached.)

PROGRAM REPORTS:

The Executive reported as follows:

1. Called attention to materials which are being distributed by the "White Sentinel" from a Post Office Box Number in Fort Lauderdale, Florida; the Atlanta Journal Editorial of October 13, was noted. She explained that the Community Chest had instigated the editorial comment, and that the Chest was using reprints to counteract the "White Sentinel" leaflets.

2. A request from the National Urban League regarding "dues payments" from affiliates was reported. A letter of reply from the Atlanta Urban League was read and approved by consensus. (Copy attached)

3. A request from the staff of the Southern Field Office of the National Urban League for "co-sponsorship" by the Atlanta Urban

League of "Equal Opportunity Week" activity was reported. It was voted to express to the Southern Field Staff the willingness of individual Board and staff members to assist in such ways as are possible, but to reply that "co-sponsorship" was not possible at this time.

4. The development of the surgical training program at Spalding Pavilion is encouraging. One fourth year surgical resident has completed his work and has been recommended to the American Board of Surgery. A second fourth year resident is now in training and a junior resident is on rotation from the Tuskegee Veterans Administration Hospital. A summary of the efforts to establish and support a graduate training program for Negroes is being prepared, and will be available for Board members consideration later.

Mr. Thompson reported upon plans for the fiftieth anniversary of the National Urban League which were discussed at the National Urban League Conference in Washington during September. The Chairman explained that Mr. Thompson attended the Conference, but not at the expense of the Atlanta Urban League budget.

Mr. Hill raised the question about the availability of "professional staff" assistance for the Citizens Committee on Economics and Employment. The Chairman said, a committee had been appointed to bring in recommendations upon this matter, but that Dr. Westerfield, the committee's chairman, had left the city and no report had been made by the sub-committee.

Mr. Henderson said, he had a long talk with Dr. Westerfield before his departure and that Dr. Westerfield felt, and he concurred with him, in believing that the Atlanta Urban League staff, at the present time, was not in position to provide the service requested by the Committee.

The Chairman asked Mr. Henderson to put his statement in the form of a motion and to include authorization to interpret this action in a letter to the Chairman of the Citizens Committee. The motion was made by Mr. Henderson, seconded by Mr. Cannon and passed unanimously.

Mr. Walden commented that this is no new problem for the Atlanta Urban League. In many instances, the League is the only agency equipped to provide the expert guidance needed; as individuals, all Board Members do what they can, but the limited staff has been overloaded for years and since the budget does not allow for an increase in staff, many responsibilities cannot be assumed although there is complete sympathy with the effort.

The Executive asked the Chairman to designate a sub-committee to assist in the development of "projects" which might interest Foundations and might have possibility of increasing the League's financial resources. She suggested that Mr. Hammer might be willing to work with such a committee.

The Chairman asked the following people to serve on a "Projects Committee": Mr.Hammer, Mrs. Pauley and Mr. Hill.

The meeting was adjourned at 4:30 o'clock.

Respectfully submitted,

J. B. Blayton, Chairman

Rebecca M. Gershon, (Mrs. Harry M.)
Secretary

By: (Mrs.) G. T. Hamilton
Executive Director

2.

The Atlanta Urban League is appreciative of the Atlanta Journal's assistance in interpreting the program of the League to the community. We think you will be interested in this reprint.

The Atlanta Journal

"COVERS DIXIE LIKE THE DEW"

EDITORIALS 26 Tuesday, October 13, 1959

The Urban League

THIS YEAR, as in some past years, it again has become necessary to deny charges that the Atlanta Urban League is NAACP inspired and works for race integration.

This year, as in past years, there are those who object to contributing to the United Appeal on the grounds that their contribution will further this supposed activity on the part of the Atlanta Urban League.

This matter came to a head during the Community Chest drive of 1957. That year Chest officials audited the Atlanta Urban League's books and after investigation reported there was no truth to these charges and that the league would remain one of the agencies supported by the proceeds of this drive, despite pressures to the contrary.

Now, as in 1957, the Atlanta Urban League is local. It takes no orders from the national organization and contributes no funds to the same. Its leadership is composed of conservative local citizens and its policy conforms to local patterns and traditions.

In fact this agency has contributed much to the cause of good race relations in the metropolitan area by working to improve living conditions within the Negro community in the fields of housing, vocational guidance, hospitalization and other health services.

The United Appeal asks the support of and extends its help to all sections of society.

The attempts to hurt it by raising this old ghost are as regrettable as they are mistaken.

EXPLANATION
ATLANTA URBAN LEAGUE BUDGET REQUEST

The Atlanta Urban League's budget for 1960 is $36,385.00, of which $31,885.00 is the allocation requested from the Community Chest.

In 1959, the amount received in contributions was $1,945.00 less than was estimated in the budget for that year. The estimate from contributions (other than memberships) has thus been reduced to a more realistic figure in the budget for 1960.

The expenditures for 1960, include an amount to pay for the services, during half of the year, of an additional staff member who is required by the development of the League's Neighborhood Organization Program. This part of the Atlanta Urban League's organization provides the leadership and staff direction of the House to House solicitation in Negro residential areas as a part of the United Appeal Campaign within the framework of its regular program. The demands of expanding Negro neighborhoods, coupled with the pressures resulting from the city's urban renewal program which affect Negro neighborhoods disproportionately, necessitate the increase reflected in the budget for 1960. The amount requested from the Community Chest is $4,385.00 more than the allocation for 1959. (See Table attached.)

The allocation from the Chest has remained static since 1956, and the amount requested for 1960, is deemed essential in order to maintain the Atlanta Urban League's services in the expanding metropolitan area.

October 19, 1959

SOURCE OF INCOME

ATLANTA URBAN LEAGUE 1946 - 1960

Year	Total	Percent	Community Chest	Percent	Other Income	Percent
1946	$17,223.00	100.0	$14,603.00	84.8	$2,620.00	15.2
1947	19,949.00	100.0	17,088.00	85.7	2,861,00	14.3
1948	21,568.00	100.0	18,674.00	86.6	2,894.00	13.4
1949	21,933.00	100.0	18,574.00	84.7	3,359.00	15.3
1950	23,341.00	100.0	20,174.00	86.4	3,167.00	13.6
1951	24,870.00	100.0	21,711.00	87.3	3,159.00	12.7
1952	25,621.00	100.0	22,421.00	87.5	3,200.00	12.5
1953	26,492.00	100.0	23,778.00	89.8	2,714.00	10.2
1954	27,186.00	100.0	24,517.00	90.2	2,668.00	9.8
1955	26,096.00	100.0	25,004.00	95.8	1,092.00	4.2
1956	29,084.00	100.0	27,962.00	96.1	1,121.00	3.9
1957	30,066.00	100.0	27,674.00	91.7	2,492.00	8.3
1958	31,287.00	100.0	27,500.00	87.9	3,787.00	12.1
1959	31,655.00	100.0	27,500.00	86.9	4,155.00	13.1
*1960	36,385.00	100.0	31,885.00	87.6	4,500.00	12.4

*Estimate

October 19,1959

ATLANTA URBAN LEAGUE

Budget Request for 1960

INCOME	Actual 1958	Actual 9 Mo - '59	Estimated 3 Mo - '59	Budget 1959	Estimated 1960
Community Chest	27,500.00	20,630.00	6,870.00	27,500.00	31,885.00
Donations & Gifts	1,325.00	1,555.00	100.00	3,600.00	2,000.00
Government Subsidies	1,000.00	1,000.00	-0-	1,000.00	1,000.00
Membership	1,462.00	827.00	673.00	1,500.00	1,500.00
TOTAL	31,287.00	24,012.00	7,643.00	33,600.00	36,385.00
Total Op. Exp.	31,587.58	23,429.57	8,224.49	33,600.00	36,385.00
Surplus or Deficit	(300.58)	582.43*	(581.49)*	-0-	
EXPENDITURES					
Salaries	24,342.33	18,109.30	5,936.51	25,346.00	28,031.00
Inst. & Office	6,587.33	5,056.79	1,725.38	7,054.00	7,254.00
Educational	657.92	263.48	562.60	1,200.00	1,100.00
TOTAL	31,587.58	23,429.57	8,224.49	33,600.00	36,385.00

*Explanation

Income is $1,945.00 less than estimated.

The required reduction in expenditures is as follows:

$1,300.19	- Salaries
271.81	- Institutional & Office
373.92	- Educational
$1,945.92	

THE ATLANTA URBAN LEAGUE

Over Thirty-Five Years of Preventive Social Service

JACKSON 1-2355 · 239 AUBURN AVENUE, N. E. · ATLANTA 3, GEORGIA

November 10, 1959

MEMORANDUM:

To: Board of Directors - Atlanta Urban League

From: (Mrs.) G. T. Hamilton

- - - - -

The two enclosures are sent for your information.

(1) The Review of Efforts to Develop a Graduate Teaching Program at Spalding Pavilion - Grady Hospital, was prepared for the Advisory Board of Trustees of Spalding Pavilion, as a basis for planning future procedures.

(2) The C. A. Newsletter (see map on back) gives information upon a recent report of the joint Planning Board and concerns proposals for the continuous re-development of the City. The proposals of the report will require study and discussion by citizen groups before there can be implementation.

A REVIEW OF EFFORTS TO DEVELOP AND SUPPORT A GRADUATE TEACHING PROGRAM
AT SPALDING PAVILION - GRADY MEMORIAL HOSPITAL

- - - - - - - - - - - - - -

The Hughes Spalding Pavilion of Grady Hospital was opened in 1952, with the expressed purpose of:

> "(a) supplying hospital facilities for a large segment of the population of Fulton and DeKalb Counties which now has little or no available hospitalization; (b) affording thereby protection to the general health of the community; (c) assuring a means of training needed Negro doctors, nurses, medical and technical hospital personnel for the community (especially needed to carry on the work of the Authority in the Negro indigent wards of Grady Memorial Hospital;) and (d) thus permitting and assuring fullest utilization of the hospital facilities of the Grady Memorial Hospital for the greatest good to the community as a whole." (Preamble-By-laws of Spalding Pavilion)

In the application for Federal funds (Hill-Burton) the Fulton DeKalb Hospital Authority described the 116-bed facility as a "teaching hospital for private Negro patients to be operated as a unit of Grady Hospital." Emory University contributed the land upon which the hospital was built and agreed to assume responsibility for the development of a training program.

In 1952, a statement of "Professional Policies and Teaching Plans" was approved by the joint committee - representing the Emory University Medical School and the Hospital Authority. (Copy attached #1) The "teaching plans" did not become effective, and from 1952 to 1956, the hospital operated with neither supervision of professional services nor teaching program.

In 1954, Emory University presented another proposal for an educational program to the Hospital Authority. (Copy attached #2)

In the letter of transmittal, the Dean of the Medical School stated:

> "Changes have been made in the budget submitted, which originally amounted to $145,000 a year. You will note that the reduced budget is divided into two parts; first, the cost of patient service which totals $39,000 and represents the cost of bringing the level of patient care to teaching standards, and the educational program which totals $72,000 making the estimate cost $111,300 annually... More important than the budget submitted are the following:

"First of all, the hospital would need to be filled to capacity with a reasonable assortment of cases falling into the usual categories of medicine, surgery, pediatrics and obstetrics. Even when this proves possible, the interns and residents in the hospital must supplement their educational experiences by appropriate assignments to the outpatient clinic of Grady. Eventually, ward experience for the internes, already desirable, will prove mandatory. This brings up again the necessity for a policy decision by the Hospital Authority and Emory University as to just how far each institution is willing to go in erasing the color line."

The recommendations included the statement that, "the question of setting up an effective teaching and patient care program in the Hughes Spalding Pavilion must be worked out in the light of the over all needs for maintaining a good quality of teaching and patient care at Grady Hospital. The work load for the faculty (Emory University) is very heavy. They meet their obligations in teaching and patient care with great difficulty. The responsibility for patient care in Hughes Spalding Pavilion can be assured only if funds are sufficient to expand faculty adequately." No implementation followed these proposals for graduate program at Hughes Spalding Pavilion.

In 1955, a "Fund for the Advancement of Medicine and Nursing Education, Incorporated", was organized in an effort to secure funds to be used in the development of a graduate and postgraduate program for Negro physicians at Spalding Pavilion.

"An Appeal" developed in an effort to secure financial support for the program, was approved by Emory University and the Hospital Authority and included the following agreements:

"The over all supervision of the teaching program in each service will be provided by the Chiefs of Service of Grady Memorial Hospital (the Chiefs of Service of Emory's Medical School).

"Certification of interns and residents will be in the name of Grady Memorial Hospital. Approval of this program will stem from the fact that of Grady Hospital subject to confirmation by the Joint Committee on the Accreditation of Hospitals and the Conference Committee on Graduate Training.

"The Hospital Authority will support ten indigent beds in Spalding Pavilion for the surgical service, and as the other three services contemplated are initiated, ten beds for each additional service will be similarly supported.

"Negro surgical ward patients, out-patients, and patients of the emergency service at Grady Memorial Hospital shall be available for surgical examination, diagnosis and operation by interns and residents of Spalding Pavilion.

"The full use of Grady Hospital's Department of Pathology, Medical Library, Clinical and Radiological Laboratories shall be available for internes and residents of Spalding Pavilion."

(Copy of Proposal for Support - attached #3)

Efforts to secure sufficient funds to support a teaching program were without success, although the Foundation has provided scholarships and loans to enable advanced study by nursing personnel at Spalding.

In December 1955, following the announcement of the Ford Foundation's Hospital Program, an effort was made to secure their assistance for the Pavilion's teaching program. The telegram over the signatures of the Chairman of the Hospital Authority, the Chairman of the Advisory Board of Trustees, the President of the Hughes Spalding Staff, and the President of the Atlanta Medical Association stated:

"There is in Atlanta only one non-profited general hospital accredited by the American Medical Association which receives Negro patients for hospital care and admits Negro doctors to its staff. This institution is the Hughes Spalding Pavilion of Grady Memorial Hospital. It is a 125-bed general hospital built with Hill-Burton assistance which began operations in 1952, as a separate unit of the tax-supported Grady Hospital. It was created in order to provide hospital care for the non-indigent Negro population of Atlanta and to afford graduate and postgraduate training opportunities for Negro physicians and auxiliary medical personnel. The service reports of Spalding Pavilion are included as a part of the report of Grady Memorial Hospital to the American Hospital Association. Plans for a teaching program are in process of formulation under the direction of Emory University's Medical School. We respectfully urge that Hughes Spalding Pavilion be given consideration by the Ford Foundation in order to implement the development of this teaching program. None of the voluntary general hospitals in Atlanta which were listed as recipients of Grants to "help improve and extend service" admit Negro patients for hospital care, accept Negro doctors on their staff, nor admit Negro doctors, nurses and other auxiliary personnel to the training opportunities conducted by the hospitals.

"We believe that the Foundation hopes to further the improvement of medical care for all segments of the population and is not fully aware of the conditions prevailing in this community. Funds granted to assist in the development of a graduate and postgraduate teaching program at Spalding Pavilion will improve the provisions for hospital and medical care for 165,000 Negroes in Metropolitan Atlanta."

The Pavilion was deemed ineligible for assistance under the Foundation's hospital program since the Advisory Board of Trustees could not define it as a "separate corporate entity" with separate governing authority from that of Grady Hospital, and the Foundation's program was limited to operating voluntary (non-governmental) hospitals, accepted for listing as a non-profit hospital by the American Hospital Association.

Other efforts made by individual members of the Advisory Board of Trustees during 1955 and 1956, to secure financial assistance to supporta teaching program at Hughes Spalding Pavilion were unsuccessful. Questions raised and reasons given for rejection of requests for support included the following:

Since graduate training is an essential part of patient care in the tax-supported hospital, why can not the training of Negroes become an integral part of the program conducted by Grady Hospital - a tax-supported - institution with the usual provision for rotation in the private Wing?

Efforts to support Hughes Spalding Pavilion as a teaching hospital were interpreted as strengthening the bonds of segregation in medical training, and was thus rejected as unworthy of assistance.

In 1956, representatives of the National Heart Institute (U. S.P. H.) suggested to representatives of Emory's faculty that the National Institutes of Health might be interested in supporting a "research training program" at Spalding Pavilion, if the supervisory support of the Emory faculty at Grady, could be assured. The Heart Council expressed its willingness to: (1) support a program of research which include among its goals - the development of a laboratory which would train clinical investigators and encourage the investigative point of view among southern Negro physicians - especially if the laboratories were an adjunct to a strong clinical training program for Negro

doctors; (2) utilize the fellowship program of the National Heart Institute to help in the preliminary training of very selected Negro physicians of promise to head up the program; (3) finance through the clinical departments of Emory (perhaps medicine and surgery at first), with the understanding that the men to fill the positions would be selected by and therefore, identified with the Chiefs of these departments. Since the funds would be earmarked for research, the recipient would not need to have an "educative appointment" on the Emory faculty.

The Chiefs of Medicine and Surgery at Emory recognized the proposal as feasible and as offering new perspectives for the potential growth and usefulness of Hughes Spalding Pavilion. A grant ($40,000) was made in 1956 by U.S.P. H. to the Hospital Authority for a surgical training program at Hughes Spalding Pavilion to be administered under the supervision of the Chief of Surgery at Grady Hospital. It provided funds for the employment of a Chief of Surgery at Spalding Pavilion and for two "postgraduate research fellows". Limitations precluded any academic relationship to Emory and/or access for preoperative, operative and post-operative care of patients to the Negro surgical wards of Grady and no postgraduate fellows have so far been available.

In March 1958, the Chief of Surgery at Spalding Pavilion was employed and in July 1958, a graduate training program for one fourth year (senior) resident in surgery began. The Advisory Board of Hughes Spalding and the Chief of Surgery were assured by the Emory representatives, that the program would be reviewed periodically in order to determine the feasibility of expansion to meet the requirements of an approved four-year training program in general surgery.

In May 1958, the Advisory Board of Trustees petitioned the Hospital Authority "to take appropriate necessary steps to secure support for a teaching program in medicine; to recruit the necessary professional leadership for this

clinical service, and to take such other necessary procedures to enable the beginning and development of a graduate training program in internal medicine at the earliest possible date." (Resolution attached #4)

In September 1958, the Chairman of the Hospital Authority wrote to the Chairman of the Advisory Board of Spalding Pavilion and to the Chief of Medicine at Grady Hospital as follows:

> "It was expressly stated and agreed by the Trustees of the Fulton-DeKalb Hospital Authority and by Mr. Boisfeuillet Jones and others representing the Medical School, that it was our joint aim to eventually establish at the Spalding Pavilion a teaching program for Negroes in each of the services, and that we would proceed to establish these services as rapidly as we could do so, having in mind that the teaching program must be financed by funds other than those from Grady and Emory; that in each of the various services the doctor to head such a program must be satisfactory, primarily to the Medical School and then to the Hospital Authority.

With respect to this program, the following steps and procedures are necessary:

1. An acceptable and qualified doctor of internal medicine must be secured.

2. He must be approved by the proper authorities at Emory University School of Medicine, which would mean, of course, the Dean of the Medical School, the Chairman of the Department of Medicine, and the Health Services Committee of Emory University School of Medicine.

3. A satisfactory contract must be made between him and the Hospital Authority which would necessarily have to be approved by the Medical School.

4. A grant or grants must be secured to support the Department for the simple reason that there are no funds available from any other source.

> "The Hospital Authority would like to see a medical program put into effect. As a matter of fact, the Hospital Authority and the Medical School have both gone on record as stating that we wanted one put into effect and that we would cooperate fully."

> "We have been fortunate in establishing a teaching program in Surgery under the leadership of Dr.Yancey, and I believe that it is time now to move in with an additional Service in Medicine. I am writing this letter to you, with copies to the persons whose names appear hereon, to advise

you that as far as the Hospital Authority is concerned, we would like to move in the direction of establishing a teaching program at the Spalding Pavilion in Medicine, and I am sure that you will receive the cooperation of the Medical School."

There has been no implementation by the Department of Medicine at Grady to extend its residency training program to Spalding Pavilion, nor by the Hospital Authority to develop means of beginning a program in medicine at Spalding to supplement the program in surgery.

In April 1959, the Advisory Board of Trustees petitioned the Hospital Authority for access to Negro surgical wards of Grady for "pre-operative, operative and post-operative study and care" by the surgical trainees who would be a part of the second year's surgical program beginning July 1959. (Resoultion attached #4)

The request was referred to Emory University to whom "the Fulton-DeKalb Hospital Authority is committed by contract with respect to the use of Grady Hospital", by the Chairman of the Hospital Authority.

On September 16, 1959, the Vice President of Emory and Administrator of Health Services reported to the Advisory Board of Trustees that, "after careful study it was the conclusion of the responsible professional people with the consensus of the appropriate administrative officers, that it would not be practical at this time to modify the existing teaching and service programs in Grady Hospital as requested."

The Chief of Surgery of Grady Memorial Hospital reviewed the program with the Advisory Board of Spalding Pavilion on September 22. (His comments are attached#4) He stated that he regarded it as practically impossible to provide sufficient clinical and patient facilities at Spalding Pavilion a small private wing, to enable expansion of the present surgical training program, (one fourth year resident and rotation of residents from Tuskegee V. A. Hospital) to acceptable standards for training beginning in the first two years.

Two possible ways in which a more complete surgical training program might be developed have been proposed:

(1) A segment of patients in Grady could be set aside for the exclusive use of Negro residents along with a segment of the out-patient service that would be devoted exclusively to Negro residents, still making accessible to them all the teaching facilities of Emory School of Medicine and Grady Hospital. However, the structure of the hospital does not lend itself to such a set up, and it would be extremely cumbersome administratively to segregate a group of patients in both out-patient departments and wards that would be the exclusive responsibility of Negro residents.

Since this would also be establishing a new program of graduate education, it would require specific approval by the Conference Committee on Graduate Training and "it is not believed that it would prove acceptable." (The present program, for one fourth year resident at Hughes Spalding is considered by the Conference Committee as a part of the already approved surgical training program of Grady Hospital.)

(2) Addition of qualified Negro candidates to the regular residency system in Grady. It is believed that this would be entirely acceptable to the professional qualifying agencies.

Attachments

1. Statement of Professional Policies and Teaching Plans for Spalding Pavilion - Grady Hospital - from Emory Medical School - 1952 - Recommendations for Teaching and Patient Care

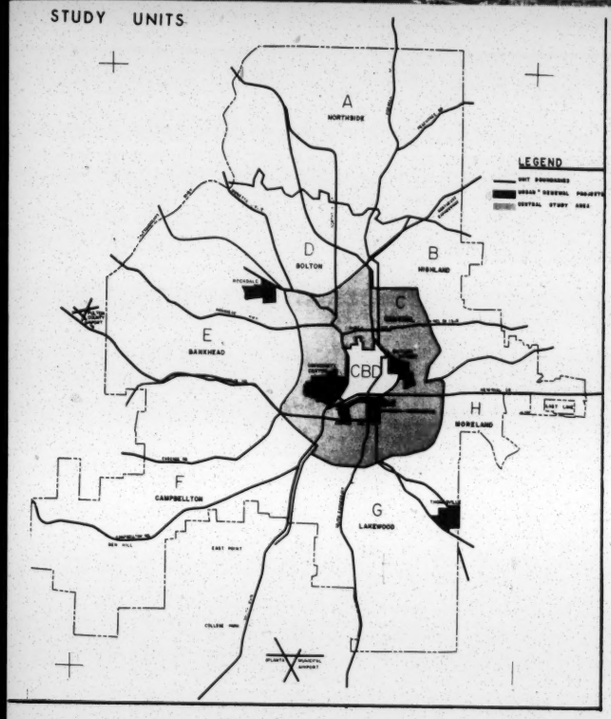
2. Program - Spalding Pavilion - Grady Hospital From Emory Medical School - 1954

3. Proposal for Support of Teaching Program - Spalding Pavilion-Grady Hospital - 1956

4. Resolution to Hospital Authority regarding Development of Teaching Program in Medicine - Spalding Pavilion - Grady Hospital, May 1958

5. Resoultion to Hospital Authority regarding Expansion of Surgical Program - Spalding Pavilion - Grady Hospital - April 1959

6. Review of Spalding Surgical Training Program - Dr. Ira Ferguson to Advisory Board



ONE OF 9: "Shall We Build Again," the report submitted to Bd. of Aldermen Monday by Joint Planning Bd. is the first of a series. It covers only the "C" study unit (shaded)

To prospect for future urban renewal projects, the City Planning Dept. divided Atlanta into 9 study units - A thru H, and CBD on map. "C" unit is the 13 ~~acre~~ square mile area surrounding Central Atlanta. Separate reports will be issued on each of the other units including an especially significant CBD (Central Atlanta) study.

For analysis, the C-unit was broken down into 13 areas (over) and neighborhood analyses and other basic data are presented on each area. Evaluated, it was estimated that the net cost of an urban renewal program in the entire C-unit would be: $135-million. City share under present formula would be about $45-million (cash and improvements, etc.)

Next phase of Report proposes a priority program. An important factor considered was the "effect of the proposed project on the Central Business District." Three areas were proposed for clearance (over) and one area for rehabilitation. Planning Board Chairman Sam Young emphasized that the proposed priority program was flexible and might be revised as a result of further study, public reaction, costs, etc.

Costs. Examining the data on Cooper-Glenn, Boulevard-Memorial and Bedford-Pine (Buttermilk Bottoms) we find that the estimated net cost of urban renewal in the 3 areas would be $39-million (City share: 1/3.) Lest this appear "impossible", note that the net project cost of the 5 present urban renewal projects is approximately $26-million. And the City's 1/3 share comes from the $1.5 million bond issue plus public improvements: schools, parks, streets, sewers, etc.)

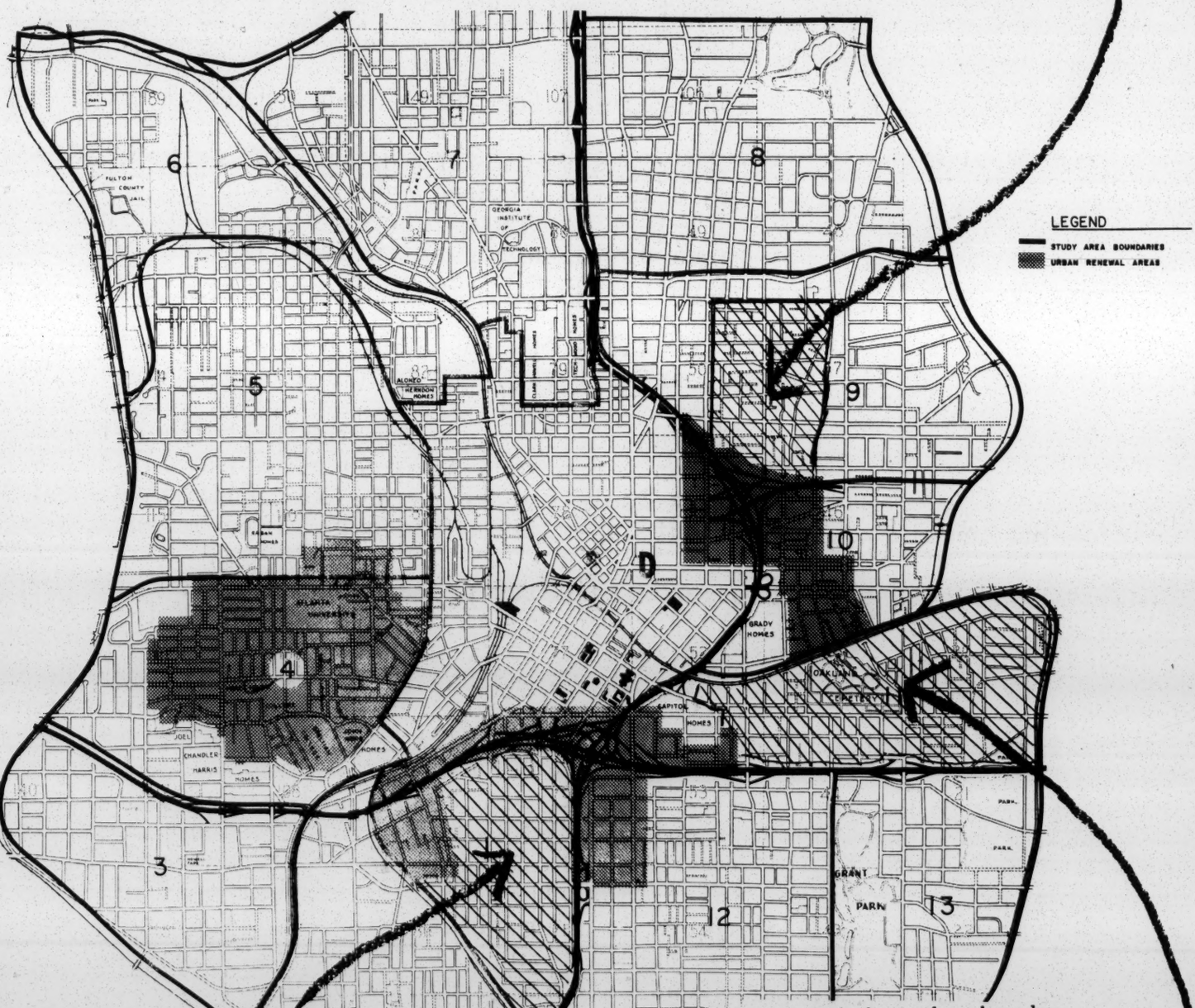
Realistically these proposals revolve around Central Atlanta - the hub of community progress. And, therefore, public officials are going to look to Central Atlanta leadership for advice and help as the day of decision approaches. For sooner or later decisions are going to have to be made as to priority of future urban renewal projects. Newsletter will from time to time give additional information, data, etc.

C.A. commends the Joint Planning Board and the City Planning Dept. for the well done and important report. We look forward to other reports.

Sy Gordy

Urban Renewal

BEDFORD-PINE PROJECT It is bound on the north by North Avenue, on the east by Parkway Drive, on the south by the right-of-way of the proposed expressway connector to Boulevard, and on the west by Piedmont Avenue. This is the area commonly referred to as "Buttermilk Bottoms."



COOPER - GLENN STREET PROJECT In general, the northern boundary is the southern limit of the existing Rawson-Washington Urban Renewal Project, the eastern boundary is the south leg of the expressway, and the western line is represented by the Southern Railway tracks.

BOULEVARD - MEMORIAL PROJECT

The Area is bound on the north by the Georgia Railroad, on the east by the Atlanta and West Point Railroad, on the south by the East Expressway, and on the west by the Downtown Connector, Capitol Homes and the Rawson-Washington Urban Renewal Project Area.

Adapted from Report

PREPARED BY THE DEPARTMENT OF PLANNING AUG. 1959 FOR
ATLANTA-FULTON COUNTY JOINT PLANNING BOARD

THE ATLANTA URBAN LEAGUE

Over Thirty-Five Years of Preventive Social Service

JAckson 1-2355 • 239 AUBURN AVENUE, N. E. • ATLANTA 3, GEORGIA

December 8, 1959

MEMORANDUM:

TO: Board of Directors - Atlanta Urban League

FROM: J. B. Blayton, Chairman
(Mrs.) G. T. Hamilton, Executive Director

: : :

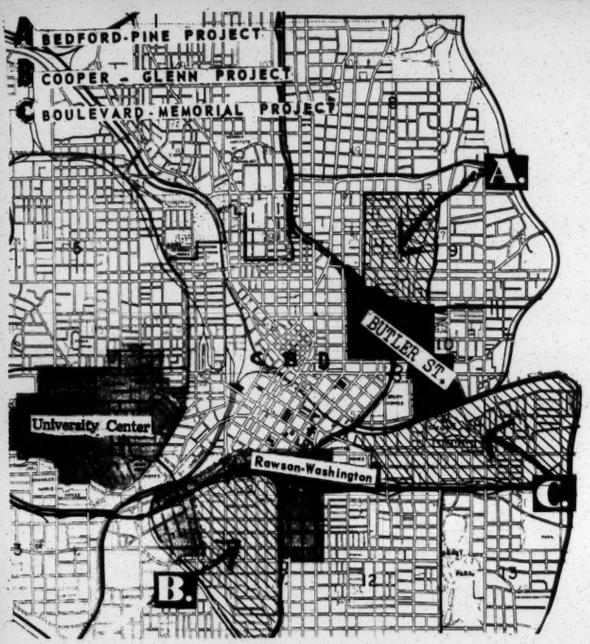
An important meeting of the Board of Directors of the Atlanta Urban League will be held on Tuesday, December 15th at 3:30 p. m., in the office of the League, 239 Auburn Avenue, N. E., Suite 400.

The agenda will include:

1) Consideration of recommendations to be submitted to the Urban Renewal Committee of the Board of Aldermen, in reply to a request from the Committee for the League's recommendation.

2) Consideration of a request to a Foundation for a grant-in-aid, to enable the Atlanta Urban League to develop a program in vocational guidance and training, designed to improve employment opportunities of Negroes in Atlanta.

We hope that all members of the Board will be present, because of the importance of these matters to our objectives.



BREAKDOWN OF STRUCTURAL CONDITIONS

THE BEDFORD-PINE PROJECT AREA

Structural Use	Standard	Substandard In Need Of Repair	Substandard Dilapidated	Sub-Total Sub-Standard	Total Structures
Residential	123	341	722	1,063	1,257
White	0	0	0	0	0
Negro	123	341	722	1,063	1,257
Commercial	50	19	41	60	110
Industrial	24	4	7	11	35
Public	7	6	3	9	16
Sub-Totals	204	370	773		
TOTALS	204			1,143	1,347

% Of Structures Substandard: 84.9%
% Of Structures Dilapidated: 57.4%

COOPER-GLENN STREET PROJECT AREA

Structural Use	Standard	Substandard In Need Of Repair	Substandard Dilapidated	Sub-Total Sub-Standard	Total Structures
Residential	81	541	716	1,257	1,338
White	8	93	100	193	201
Negro	73	448	616	1,064	1,137
Commercial	20	16	28	44	64
Industrial	9	9	7	16	25
Public	14	7	4	11	25
Sub-Totals	124	573	755		
TOTALS	124			1,328	1,452

% Of Total Structures Substandard: 91.4%
% Of Total Structures Dilapidated: 51.9%

BOULEVARD-MEMORIAL PROJECT AREA

Structural Use	Standard	Substandard In Need Of Repair	Substandard Dilapidated	Sub-Total Sub-Standard	Total Structures
Residential	173	595	529	1,124	1,297
White	169	579	391	970	1,139
Negro	4	16	138	154	158
Commercial	57	28	28	56	113
Industrial	53	13	16	29	82
Public	12	16	9	19	31
Sub-Totals	295	646	582		
TOTALS	295			1,228	1,523

% Of Structures Substandard: 80.3%
% Of Structures Dilapidated: 38.2%

Source: Field Survey, 1959 - PLANNING DIVISION, ATLANTA-FULTON COUNTY JOINT PLANNING BOARD

FUTURE U.R.: Three areas for clearance (urban renewal) have been sketched for scrutiny in the Joint Planning Board report. A look at the breakdown of structural conditions in each area underscores the fact that these "example" areas are ripe for clearance.

In looking more closely at these specific areas, please keep in mind the Board's statement that the three delineated areas:

> "represent only examples of what can be done. . . within areas that seem to be qualified. . . "

The Report also says "the study simply attempts to select areas where renewal programs and projects can be undertaken in the near future and recommends further study of these areas."

MARIETTA ST.: C.A. hails announcement of the $5+million expansion plan of Federal Reserve Bank. And has reason to feel that the 1951 Marietta St. improvement sponsored by C.A. helped create favorable conditions for the resurgence of the street. Other big plans are in the making!

TRADITIONAL: Atlanta Newspapers big After-Thanksgiving Sale (Nov.28) promotion will be followed by big night shopping sales-drive.

The vigorous and consistent support of Atlanta Newspapers of Central Atlanta has been so consistent for so long a time that we are apt to accept it as routine. But nothing is more important to C.A.

So, for so much for so long * C.A. lute: To C.A.Director Jack Tarver and Atlanta Newspapers * Journal, and Constitution

Sy Gordy

THE ATLANTA URBAN LEAGUE

Over Thirty-Five Years of Preventive Social Service

JACKSON 1-2355 · 239 AUBURN AVENUE, N. E. · ATLANTA 3, GEORGIA

December 16, 1959

NOT FOR PUBLICATION, PLEASE

The Editor
The Atlanta Constitution
Atlanta, Georgia

Dear Sir:

The Atlanta Urban League sends sincere appreciation to the Atlanta Constitution for its forthright editorial on Wednesday, December 9th concerning set back to the continued growth and development of our City which was caused by the Aldermanic Board's refusal to approve rezoning of a proposed Egleston site for public housing.

The growth and development of Atlanta depends upon the contribution of all of its citizens. The Urban Renewal Act recognizes the fact that persons of whatever income level, and those who are displaced by programs of civic improvements, must be rehoused in safe and decent housing. Atlanta can achieve its full potential only in so far as enlightened groups prevent selfish interests from stifling the City's progress.

Yours sincerely,

J. B. Blayton, Sr., President
BOARD OF DIRECTORS

(Mrs.) G. T. Hamilton
Executive Director

Same letter sent to Atlanta Daily World.

THE ATLANTA URBAN LEAGUE

Over Thirty-Five Years of Preventive Social Service

JACKSON 1-2355 • 239 AUBURN AVENUE, N. E. • ATLANTA 3, GEORGIA

December 16, 1959

For Immediate Release

The Board of Directors of the Atlanta Urban League in regular meeting on December 15, 1959, passed the following resolution and authorized its transmittal to public officials and citizens groups.

WHEREAS, the continued growth and development of Metropolitan Atlanta is basic to the improved economic well being of all of its citizens; and

WHEREAS, urban renewal is essential to the continued economic growth of the city because:

> It enables clearance of slum areas which drain the public treasury through the costs of disease and crime.
>
> It permits the development by private enterprise of areas which are current liabilities to the public's welfare.
>
> It enables the use of Federal funds for the best interests of this community provided the necessary and essential safeguards, as required by the Federal Government, can be fulfilled.

THEREFORE, be it resolved that public officials and all citizens groups be urged to take all necessary steps to insure continued development of the Urban Renewal program in the City of Atlanta including the provision of adequate and sufficient sites for the relocation of persons of whatever income level, who are displaced by expressways and other public improvements.

We realize that the obligation required by the Federal Government can not be met under the circumstances prevailing in our community without providing open sites for the location of public housing units already reserved for Atlanta.

December 15, 1959

MINUTES: Atlanta Urban League Board of Directors

ATTENDANCE: Messrs. Clement, Cannon, Blayton, Jett, Hill; Miss Bullard; Mmes. Thomas, Gershon and Pauley

STAFF: Mrs. Hamilton, Mrs. Brisbane, Mr. Thompson and Mrs. Mickens

: : : :

The regular meeting of the Board convened at 2:00 o'clock with the Chairman, Mr. Blayton, presiding. Prayer was offered by Dr. Clement and the minutes of the previous meeting were approved by common consent.

THE AGENDA INCLUDED THREE MATTERS REQUIRING IMMEDIATE ACTION BY THE BOARD.

1. A request from the Chairman of the Citizens Advisory Committee for Urban Renewal - that the Atlanta Urban League express to the public its opinion regarding the importance of Urban Renewal and of its continuance. A proposed resolution was presented, and upon motion by Mrs. Gershon, seconded by Dr. Clement, it was unanimously adopted. (Copy attached)

2. A proposed letter to the Atlanta Constitution, and the Atlanta Daily World, commending their forthright editorial stand upon the Egleston site for the location of public housing units needed for relocation. The proposed draft also included factual statements regarding the importance of the site. By common consent, it was agreed that the facts should be deleted since Aldermanic action had already been taken, and letters of commendation from the Board, should be sent to the Editors with the statement that letters were "not for publication." (Copy attached) It was agreed that the facts included in the draft could be made available in answer to requests from the press, and the source of the information need not be included.

3. A draft of a request to a Foundation for a grant-in-aid to the Atlanta Urban League to enable development and staffing of a program to increase economic, employment and training opportunities for Negroes in Atlanta. The draft was approved by common consent following suggestions from members for clarifying language.

Mr. Hill made a lengthy statement upon the importance of this area of the program.

A request was reported from the Chairman of the Urban Renewal Committee of Atlanta's Aldermanic Board, that the Atlanta Urban League record with his committee, the Board's opinion and suggestions for future Urban Renewal Program, after consideration of the Atlanta-Fulton County Planning Board's report, SHALL WE BUILD AGAIN.

Mr. Thompson's analysis of the report was distributed, and it was agreed that discussion of it, and the League's reply would be deferred until the January meeting in order to permit Board members to study the analysis. (Copies are

available upon request of Board members not in attendance.)

Mr. Blayton announced that he had asked Dr. Richardson to serve as Chairman of the Nominating Committee whose report will be considered in March, 1960. He asked Board members to submit suggestions for Board membership to the Committee.

Mr. Hill called attention to the fact that Dr. Harris had been elected to Board membership during 1959. The Chairman agreed to review the record and determine whether or not Dr. James B. Harris was able to accept membership.

Mr. Cannon reported that he had attended with enjoyment, the National Urban League's "Equal Opportunity Dinner" while in New York City last month.

The meeting adjourned at 3:30 o'clock.

Respectfully submitted,

J. B. Blayton, Sr., Chairman

Rebecca M. Gershon, (Mrs. Harry M.)
Secretary

By: (Mrs. G. T. Hamilton
Executive Director

ALL GOOD WISHES FOR THE CHRISTMAS SEASON AND THE NEW YEAR!

Hef ✓ LWD ✓ (MF (file)) For your info. 9 T.K.

MA - pls thermofax for our files ✓

December 22, 1959

Dear Mr. Raneker:

C O P Y

I have delayed answering your letter in order to document "my impressions" in answer to your questions. I am not sure that my comments will substantiate your impressions.

In the first place, lack of preparation by southern Negro college graduates for the "South's changing employment pattern" due especially to technological developments, automation, et. cetera, is not due to "the Negro universities inability to train for these job categories." It is due basically, to inequalities in educational opportunities based on segregation which prevail throughout the region at all educational levels. The developing industries in the South depend primarily upon the technological training centers - (Georgia Tech., etc.) for their industrial manpower leadership. For a large proportion of their manpower need, these industries depend upon these centers for workers who have had a basic technical background and who are thus prepared for training on the job for specific new needs. Negroes, of course, are not admitted to technical training centers.

Most of the Negro colleges in the southern region do not have technical training as a purpose of their curricula. Their programs are designed for general liberal arts education and basic teacher training. So far as I have been able to discover, graduates of the Negro colleges in Atlanta are not suffering

from unemployment nor from employment beneath the levels for which they are prepared. The majority go from college, either into teaching or to further graduate study for the professions of their interests. There is, as you realize, a national shortage of teachers, and graduates of southern Negro colleges are contributing to a great extent to the regional loss of trained leadership.

It is not reasonable to expect colleges to modify their programs so long as they are meeting a continuing need.

According to the Atlanta office of Georgia Employment Service, there is a shortage in this area of technicians-laboratory, medical, X-ray, computation- and clerical. Openings in these fields also reflect the inequality in educational opportunities between whites and Negroes. The tax-supported hospitals, in many urban southern communities, operate training schools for medical laboratory or X-ray technicians. Negroes are not admitted to these training opportunities.

The "Negro community" cooperates with all efforts to relieve these disabling influences. The means at their disposal, however, are limited. Fundamental improvement depends greatly upon increased understanding by persons whose self interests are affected, and in many instances, this self interest is not clear to them.

You may be interested to know that the practice in southern offices of the Employment Security Agency (operated by southern states Departments of Labor) is to refer Negro job applicants only to employers who specify that they wish Negroes for job openings, or to those who specify that they are not concerned

COPY

about the race of the applicants. There is considerable doubt that Negroes are actively recruited for openings in the latter category.

Although these facts do not support your basic premise, I hope that they may be of some use to you.

Yours sincerely,

(Mrs.) G. T. Hamilton
Executive Director

C O P Y

Mr. Robert Raneker
The Wall Street Journal
Industrial Life Building
Jacksonville 2, Florida

GTH:mm

THE ATLANTA URBAN LEAGUE

Over Thirty-Five Years of Preventive Social Service

JAckson 1-2355 • 239 AUBURN AVENUE, N. E. • ATLANTA 3, GEORGIA

January 18, 1960

Dear Mr. Granger:

Your letter of January 11, 1960, in response to my request for specific deliniation of causes for the National Urban League Board of Trustees contemplated disaffiliation of the Atlanta Urban League, which you reported to me in a telephone conversation in early January, was received on January 14, 1960. I sent copies to all members of the Board of Directors of the Atlanta Urban League, and called a special meeting for January 18, to consider appropriate action with respect to the position of the Board of Trustees of the National Urban League.

The point of view of the Board of the Atlanta Urban League is reported in the enclosed memorandum. In view of the short time between your letter and the meeting of the National Board of Trustees, I am sending sufficient copies for all members of the Board of Trustees, and am requesting that members of the National Board of Trustees have the benefit of this material prior to taking the action which is under consideration.

We recognize the difficulties inherent in an attempt to resolve mutual dissatisfaction and misunderstanding by this method which is necessitated by time factors. We, therefore, respectfully suggest that early arrangements be made to establish a joint committee on which the president and executive of the National Urban League, and the president and executive of the Atlanta Urban League shall be represented - together with at least one other knowledgeable member from each Board. We are confident that such a group, meeting with mutual respect in face to face discussion, would go far in clarifying the situations which confront us.

Yours very sincerely,

J. B. Blayton, Sr.
Chairman

Mr. Lester Granger
Executive Director
National Urban League
14 East 48th Street
New York 17, New York

mm MEMBER AGENCY ATLANTA COMMUNITY CHEST-COUNCIL

THE ATLANTA URBAN LEAGUE

Over Thirty-Five Years of Preventive Social Service

JACKSON 1-2355 • 239 AUBURN AVENUE, N. E. • ATLANTA 3, GEORGIA

January 18, 1960

MEMORANDUM:

To: The Board of Directors - National Urban League

From: The Board of Directors - Atlanta Urban League
J. B. Blayton, Sr., Chairman

Greetings!

The Atlanta Urban League has been faithful during the forty years since its incorporation to the responsibilities inherent in an affiliate relationship with the National Urban League, as these responsibilities are defined in the terms of affiliation.

The affiliate relationship is valued, and has been defended and maintained by the Board of Directors of the Atlanta Urban League despite severe pressures since 1955 to abandon it.

If the Board of Trustees of the National Urban League are now convinced that an affiliate relationship with the Atlanta Urban League is an embarrassment to them, the Board of Directors of the Atlanta Urban League sincerely regrets such belief and shall regret any consequent action resulting from it. We respectfully submit, however, than any such action should not be based upon misunderstanding of the record.

We submit, therefore, an account of the record with the request that any contemplated action be considered in the light of the facts. We also sincerely request the Board of Trustees of the National Urban League to consider constructive steps which can be taken to correct and resolve internal problems which affect affiliate relationships within the National Urban League movement, and which merit the attention of the National Board of Trustees.

I. The terms of affiliation provide that affiliates will adhere to "League principles" which are stated as follows:

1. "The object of the National Urban League is to ensure for Negroes, in work and in play, in study, in health, in living conditions, depending upon the needs of each community, the greatest possible degree of equality of opportunity, in accordance with the faith which gave birth and meaning to the United States of America;

2. "This object requires an expert and effective program of social service shaped and carried forward by the groups affected;

3. "Since in every community the welfare of the white group is bound up with the welfare of the Negro group, the Urban League program

must enlist the cooperation and support of representative leaders of both groups;

4. "For this reason and for the further reason that sound race relations can best be developed by the mutual respect and understanding which comes from personal contact and joint efforts in common cause, the National Urban League and each of its affiliates is and must always be an interracial agency, including in its central governing board, white and colored citizens who will work harmoniously and actively in furtherance of the League's program."

II. The stated purposes of the Atlanta Urban League are now and have always been consistent with these "principles". The Atlanta Urban League's purposes are:

* To determine community needs and to interest individuals and groups in undertaking to meet these needs.

* To encourage, assist and engage in the improvement of economic, housing and health conditions of the Negro population.

* To attempt to alleviate potential community tensions before they arise.

* To coordinate and cooperate with existing agencies and organizations to further the program of the League.

* To promote the improvement of community relations and to further cooperation of groups in behalf of the common welfare.

III. The program and policies of the Atlanta Urban League are defined by a Board of Directors composed of responsible citizens representing both racial groups in the community. (List following) Its staff includes three professional members, two secretarial, and a parttime bookkeeper-accountant. The financial support of the Atlanta Urban League is provided by the Atlanta Community Chest, and by individual memberships and contributions. Program activities of the Atlanta Urban League are determined by the Board of Directors on the basis of community needs and of financial resources available. Within this framework, the Atlanta Urban League has deliberately chosen to concentrate upon selected program areas for a sufficient period to enable basic facts to be assembled, sound plans of community participation to be developed, and for measurable results to be obtained.

The Board of Directors of the Atlanta Urban League regards its program as consistent both with its purpose, and with the "principles of the National Urban League". The Board of Directors is committed to keeping it so. (Report of Current Program appended.)

IV. Correspondence dating from 1957, between officers of the Atlanta Urban League, and the President and various members of the staff of the National Urban League has repeatedly questioned: (1) the inability of the Atlanta Urban League to assume responsibility for financial contributions to the National Urban League; and (2) the failure of the Atlanta Urban League to report details of attacks upon it and of its Community Chest relationship to the National Urban League. Answers to these questions have been

consistently given, and are repeated here for the record. Most recently, in reply to a memorandum of September 25, 1959, from the Executive Director of the National Urban League, requesting information "for consideration by the National Board of Trustees in a meeting to be held early in November", the Board of Directors of the Atlanta Urban League considered and dispatched on October 21, a reply to the National Executive Director. The Atlanta Urban League has received neither acknowledgement nor information upon the disposition made by the National Board of Trustees of the problem of contributions from affiliates.

The statement of the Board of Directors of the Atlanta Urban League, in reply to the Memorandum from the National Executive Director follows, because of its relevance to the question of dues from affiliates:

* * * *

October 21, 1959

Dear Mr. Granger:

The Atlanta Urban League Board of Directors discussed your memorandum of September 25, 1959, at a meeting on October 15. "The Summary Report of the Urban League Finances for 1958 and 1959", was considered in connection with the questions raised in your memorandum. The following facts were noted as relevant and were taken into account in making the suggestions for consideration by the National Board of Trustees in their early November meeting.

1. The majority of affiliates receive most of their operating funds through federated financing - Chests or United Appeals. (31 receive 90% of their budgets and 56 receive 80% or more from this source.)

2. The majority of affiliates are able to raise comparatively small parts of their operating budgets from memberships or other contributions. (51 affiliates out of 61 expected to raise less than $5,000.00 in 1959, and 52 out of 60, raised less than $5,000.00 in 1958. In a model group, less than $2,000.00 is raised.)

3. Five southern cities are without the support of federated financing and because of this, one has become inoperative.

Your memorandum states that 44 out of 60 affiliates have been able to pay less than 4% of their budgets requested in dues to the National League; 22 of the 60 have paid less than 2%; and 11 have paid nothing.

We, therefore, make the following suggestions for consideration:

1. That the National Urban League's Board of Trustees review its basis of expectation with regard to dues payments from affiliates in light of the realities of experience.

2. That the National Urban League's Board of Trustees develop alternate proposals to be considered by Boards of affiliates in the light of the particular situation and the particular relationship to federated financing in the local community.

As you know, the Atlanta Urban League considers itself bound by the terms of affiliation with the National Urban League "to pay dues...subject to Community Chest action." We are presently prohibited by the Community Chest upon whom we are dependent, from making contributions to national support. The annual audit must specify that no such contributions are made. We are among the affiliates which receive 90% of our operating budget from the Chest, and which receive less than $5,000.00 annually from other sources.

We trust, however, that the informal agreements reached last year between Mr. Kheel and several members of our Board will obtain until the situation here is modified. The understanding was that contributions from the Atlanta Urban League Guild to the National Urban League, and any individual contributions from Atlanta, would be credited towards "dues" for the Atlanta Urban League - although such contributions will not equal the amount requested as "dues" for affiliates.

We hope that the Board of Trustees of the National Urban League will understand our situation and the importance of these questions to us and perhaps, to affiliates whose situations are similar to yours.

Yours cordially,

J. B. Blayton, Chairman

(Mrs.) G. T. Hamilton
Executive Director

* * * *

In regard to reporting attacks upon the agency and its relationship to the local Community Chest, the Chairman of the Atlanta Urban League wrote to the President of the National Urban League on May 19, 1958 that the Board of the Atlanta Urban League, by unanimous vote in June 1957 had instructed its Executive Director to treat as confidential all matters concerning its negotiations with the Community Chest and results of such negotiations. This action was a necessary precautionary measure to prevent repetition of embarrassment to local relationships caused by releases from the National Urban League during 1956, about which the Atlanta Urban League had no prior knowledge concerning our local situation. It is the opinion of the Atlanta Urban League Board, that matters of local relationships can be most constructively handled by local leadership. Consequently, this directive to staff has not been changed.

V. According to the records of the Atlanta Urban League, annual contributions of $200.00 were made to the National Urban League until 1955. These amounts were approved in the budget of the Atlanta Urban League by the Community Chest, with full recognition that they did not approximate the amounts requested as "dues" from affiliates by the National Urban League. The Chairman of the Atlanta Urban League Board of Directors reminded the President of the National Urban League on February 18, 1958, that support of the local Community Chest was a condition which governed affiliate relationship with the National Urban League at the time the Atlanta Urban League was organized.

VI. The Chairman of the Atlanta Urban League had a few hours notice on February 16, 1959, that the President of the National Urban League would be in Atlanta that day, and wished to meet with representatives of the Board of Directors of the Atlanta Urban League. Five members, who happened to be Negroes, were able on such short notice to attend the meeting with the President and a member of the staff of the Southern Field Division of the National Urban League. The Chairman of the Atlanta Urban League Board had expressed in writing to the President of the National Urban League, on April 23, 1958, a willingness to convene a special Board meeting with a ten day notice if such a meeting were desired. The minutes of 2/16 meeting were subsequently reported to a full meeting of the Atlanta Urban League Board of Directors.

On February 24, 1959, the President of the National Urban League wrote to the Chairman of the Atlanta Urban League Board that "he was pleased with the results of the meeting"; that the prohibition of dues payment to the National Urban League was understood; that he was "pleased" that we "would undertake to find ways whereby some contribution could be made"; and that he was "especially pleased that the Atlanta Urban League would plan to have representation at the annual conference in Washington." The letter further stated that, "as we all recognize, Atlanta is the key city in the South, and our effectiveness in other cities depends in large measure on how successful our Southern Field office proves to be."

Financial assistance outside the Atlanta Urban League budget enabled the Atlanta Urban League to have staff representation at the Washington Conference in September 1959, in addition to representatives from the Atlanta Urban League Guild, who made a small contribution to the National Urban League at this meeting.

The Board of Directors of the Atlanta Urban League, of course, must admit to the limited possibility of assistance to the staff of the Southern Field Division of the National Urban League, because of our own limited resources and our own major responsibilities to Metropolitan Atlanta. We recognize that demands for services by the National Urban League in other communities of the Southern Region, whose resources are even more limited than those in Atlanta, must severely tax the resources of the Southern Field Division.

VII. The Board of Directors of the Atlanta Urban League is disturbed that the National Board of Trustees could have any feeling that, in the discharge of our responsibilities to the Atlanta Urban League, and to the National Urban League movement, we have acquitted ourselves with less than honor. In meeting the circumstances of our local situation, we have fought to maintain our good name, our valued affiliate relationship to the National Urban League, and essential local relationships which permit continued pursuit of mutually accepted objectives. We believe, that the victories which have been won under difficult and trying circumstances, have been won honorably and are as worthy of respect by all representatives of the National Urban League movement as they are of our own self respect. We have felt, and continue to believe that no good purpose can be served by repudiating any of our relationships, or by forfieting the opportunity to continue to work in behalf of the

objectives and principles to which leadership at all levels of the Urban League movement are committed.

Respectfully submitted in behalf of the
BOARD OF DIRECTORS OF THE ATLANTA URBAN LEAGUE - JANUARY 18, 1960

J. B. Blayton, Sr., Chairman

* * * * *

THE ATLANTA URBAN LEAGUE
BOARD OF DIRECTORS

Abram, Morris B.
Blayton, J. B. Sr.
Boyte, Harry
Brooks, F. V.
Bullard, Miss Helen
Cannon, W. S.
Clement, Rufus E.
Curry, Mrs. T. L.
Foster, Mrs. Guthrie
Gershon, Mrs. Harry M.
Hammer, Philip G.
Harris, Dr. James B.
Henderson, J. R.
Hill, Jesse, Jr.
Jett, A. V.
McMains, Rev. Harrison
Milton, L. D.
Pauley, Mrs. Frances T.
Pendergrast, Mrs. Brittian
Richardson, Harry V.
Sanders, James O'Hear
Selvage, Mrs. James J.
Shulhafer, Philip E.
Thomas, Mrs. W. G.
Walden, A. T.
Westerfield, S. Z.
Wilson, Mrs. J. R., Jr.

January 18, 1960

MINUTES Special Meeting - Atlanta Urban League Board of Directors

ATTENDANCE: Mr. J. B. Blayton, presiding; Miss Bullard; Messrs. Boyte, Cannon, Clement, Henderson, Hill, Kahn, Sanders and Walden; Mmes. Gershon, Foster, Pauley, Pendergrast and Wilson

STAFF: Mrs. Hamilton

# # # #

Mr. Blayton opened the meeting by stating that the reason for the meeting had been stated in the call. He apologized for the short notice and said that he would like to read a letter and accompanying memorandum he had prepared which would explain the reasons for the meeting's urgency. The proposed letter to Mr. Granger and memorandum to the Board of Trustees of the National Urban League were read, and presented for discussion.

Mr. Kahn said that the Board should urge the establishment of a joint committee representing the Atlanta and National Boards to review the present relationship between the Atlanta and National Urban Leagues; and that the National office should be requested to indicate the criteria and minimum standards it expects from all affiliates for continued affiliation.

Mr. Henderson moved that a telegram should be sent embodying Mr. Kahn's proposal, that a joint board committee be established. The motion was seconded by Mrs. Gershon.

Mr. Sanders asked to have the advantages of affiliation stated and considered.

Mr. Henderson said that the usual advantages of local-national relationship applied in the case of the Urban League.

Mr. Hill spoke at length upon points raised in Mr. Granger's letter which he said were not answered to his satisfaction by the memorandum. He questioned the present program of the Atlanta Urban League with especial reference to the graduate medical training program at Hughes Spalding Pavilion-Grady Hospital, and mentioned the importance of an employment service.

Mr. Blayton said that the purpose of this meeting was not to discuss the Atlanta Urban League's program, but the proposed disaffiliation by the National Urban League.

Mr. Clement asked that the question of whether or not the Atlanta Urban League wished to maintain affiliation be discussed before voting upon the motion before the group.

Mr. Blayton asked that action upon Mr. Henderson's motion be suspended until Mr. Clement's question was discussed.

Mr. Walden said that everyone is aware of the value of the National Urban League as an organization, and that he hoped that all would agree that local affiliation with the National should be maintained if at all possible.

Mrs. Gershon stated that she hoped the joint committee would be able to establish the standards referred to by Mr. Kahn and that the Atlanta Urban League should then determine whether or not it was possible to "live" with them; if this is impossible, the Atlanta Urban League should then consider withdrawal from the National Urban League. She said that she felt Mr. Granger's letter impugned the integrity of the Atlanta Urban League.

Mr. Boyte said that he believed it was essential to resolve the conflict amicably. He asked for more information concerning the Journal editorial quoted in Mr. Granger's letter.

Mr. Blayton said the editorial was not instigated by the Atlanta Urban League. It appeared during the United Appeal campaign, and he was sure that the paragraph quoted was totally unacceptible to everyone.

Mrs. Pendergrast said that she was surely not accurately described as a "conservative local citizen."

The Chairman asked if it were the consensus of the Board that the affiliation with the National Urban League was desired? There being no dissent, the vote was declared unanimous.

Mr. Boyte asked for a statement of the requirements of the Community Chest.

Mrs. Hamilton stated that the questions presented to the Atlanta Urban League Board in 1956 by the Community Chest Board, with regard to continued Chest support were: (1) continued use of the name - Atlanta Urban League; (2) continued affiliation with the National Urban League; (3) use of funds in the Atlanta Urban League's budget for dues payment to the National Urban League.

Mr. Blayton stated that the first two had been settled to the satisfaction of the Atlanta Urban League, and that the Atlanta Urban League Board had agreed that funds in the Atlanta Urban League budget would not be used for dues to the National Urban League.

The Chairman called for a vote upon Mr. Henderson's motion: that a telegram be sent reporting the unanimous vote of the Board of Directors that continued affiliation was desired, requesting deferment of contemplated action by the National Board of Trustees, and requesting the establishment of a joint committee representing both boards to resolve mutual misunderstandings.

Mr. Clement said that he would be in New York City on the day of the meeting of the National Board of Trustees, and offered, if the National Board were willing, to appear at the meeting. He said that he would report the Board's desire for continued affiliation, would urge no precipitous action by the National Board of Trustees, and would seek the establishment of a joint committee. His offer was accepted by unanimous consent.

A motion by Mr. Hill was seconded and passed authorizing the Chairman to telephone the National Executive Director immediately upon the close of the meeting reporting the action of the Board.

The Chairman read a letter (copy attached) from Mr. Cousins, who was out of the city, and stated that both Dr. Richardson and Mrs. Curry, who were unavoidably absent, had approved the memorandum before the meeting.

Upon motion by Mr. Cannon, the revised operating budget for 1960 was approved. Board members were asked to sign the cover sheet. A memorandum reporting the revision was distributed. (Copy attached)

Respectfully submitted,

Rebecca M. Gershon (Mrs. Harry M.)
Secretary

By: (Mrs. G. T. Hamilton)

Mr. Granger's letter (January 11, 1960), the proposed reply and memorandum to the National Board of Trustees and copies of telegrams sent Mr. Granger and Mr. Kheel are attached to the permanent record.

THE ATLANTA URBAN LEAGUE

Over Thirty-Five Years of Preventive Social Service

JACKSON 1-2355 · 239 AUBURN AVENUE, N. E. · ATLANTA 3, GEORGIA

January 14, 1960

To: Members of the Board of Directors

From: J. B. Blayton, Sr., Chairman

I am enclosing copy of a letter received from the Executive Director of the National Urban League. It occurred to me that each Board Member of the Atlanta Urban League should have a copy of this letter. I am asking that you study it carefully.

I am calling a meeting of our Board for Monday, January 18th, at 3:00 P. M., in the League Office, for the purpose of taking such action as the Board finds appropriate with respect to the position of the National Urban League.

It is hoped that every member will make a special effort to be present at the Monday meeting.

C
O
P
Y

NATIONAL URBAN LEAGUE
14 East Forty-Eighth Street, New York 17, N. Y.

January
Eleventh
1960

Dear J. B.:

I am sorry to be a week late in getting in this answer to your request. However, here is a brief recapitulation of the reasons for the National Urban League's dissatisfaction with our Atlanta affiliate. As I told you over the telephone, a full report has been made to the Board and the visit to Atlanta of Mr. Kheel, our president, represents the Board take-over of responsibility for future action. It was unfortunate that, so far as Mr. Kheel's meeting with the Board was concerned, the effort was a failure. As you will remember, only five Board members turned up, although the date had been agreed upon well in advance, and none of the white Board members were present.

Our National Board of Trustees meets on January 21st and the strong chances are that definite action will be taken on the affiliate status of the Atlanta Urban League. Our Board is gravely disturbed over the public misconstruction that has been offered the Atlanta public as to Urban League policy and philosophy toward racial segregation. You will remember the editorial in the Atlanta Journal on October 13th which stated in part:

> "Now, as in 1957, the Atlanta Urban League is local. It takes no orders from the national organization and contributes no funds to the same. Its leadership is composed of conservative local citizens and its policy conforms to local patterns and traditions."

So far as we have been able to learn, the Atlanta Urban League has not corrected this false interpretation. Thus, the public, Negro and white, has a right to assume that the statement is correct. Whereas every League leader knows that the Urban League philosophy and policy can not live comfortably with racial segregation.

Further, we take exception to an editorial implication that the Atlanta Urban League has no responsibility, financial or otherwise, toward this national organization. We are conscious of the hard judgments that must be made by any local Urban League operating in the deep South today. The phrase in our Terms of Affiliation "making payment of annual dues subject to local community chest action" has never been construed as relieving any Urban League of financial responsibility to the movement as a whole. It is only a recognition of the fact that a local League can not make National office allocations from chest funds unless the chest makes these available. But the Atlanta Urban League has gone farther by pledging to make no contributions of any other kind, submitting an auditor's statement that none are made and refraining from forwarding to the National office any contributions made by other supporters of the National Urban League.

This is sharply in contrast with the position assumed by other southern Leagues, five of which accepted chest disaffiliation rather than deny their responsibility toward the movement responsible for local league organization. By

contrast, the action of the Atlanta League seems to many of us to constitute tame submission.

This non-cooperation has been evidenced in other ways, as for instance with reference to nationally-coordinated program activities and emphases. The Atlanta League declined to join in observance of Equal Opportunity Day--even though for two years running gubernatorial proclamations were issued in Georgia. The League failed to accept "Tomorrow"s Scientists and Technicians (TST), our youth incentives program. Years ago the Atlanta Urban League, to all intents and purposes, dropped its industrial relations program. All this has meant that our Southern Field Division, in order to provide the Atlanta community with some approximation of a well-rounded Urban League program, has been forced to furnish staff leadership for Equal Opportunity Day, for a TST program, and for the recently formed General Citizens Committee on Employment and Economic Opportunity.

The last-cited activity occasioned some unnecessary confusion. After the Atlanta World had carried a front-page story on December 10th with a picture of the Citizens Committee's leaders conferring with Mahlon T. Puryear and Clarence Coleman, and with a statement that our Southern Field Division had "accepted this responsibility because there was no local agency operating in this field", a letter over your signature two days later declared to Mr. E. M. Martin, Committee Chairman, that the statement was incorrect -- that a staff member of the Atlanta League had been "providing continuous professional consultation (and service) as coordinator of the economic opportunity activities." This is in contrast to members of the General Citizens Committee who emphatically deny that any such services have been provided.

These incidents cited are in explanation of the current deep concern of our National Board over non-cooperation and evasiveness experienced in our dealing with the Atlanta Urban League over a number of years. When we have talked to some of the members of your Board, we have been given to understand that communications addressed to the Board have not always reached its members. Indeed, this was one of the reasons why Mr. Kheel was willing to go to Atlanta to meet face to face with your Board members. We have not had sufficient reports to be informed on the work of the Atlanta Urban League, even when these have been specifically requested. During my nineteen years as National executive director, we have not received even minimal dues from the Atlanta League, and for many years we have received nothing at all -- even during the years when we have been told that money had been appropriated by the chest for this purpose.

The question is now raised as to how we can justify a continued official relationship with the Atlanta Urban League along the lines indicated, while other Leagues in the South -- far harder-pressed and greatly inferior in local resources of leadership a nd financial support -- have stood up courageously against chest and public demands that they negate their relationship with the National Urban League. My personal feeling is that it is very unfair to these Leagues -- one of which (Fort Worth) went out of act of operation for several years rather than submit to chest pressure.

Both Board and staff members of the National Urban League appreciate the difficulties implicit in Urban League direction in any southern city in this

THE ATLANTA URBAN LEAGUE

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February 18, 1960

MEMORANDUM:

TO: Members of the Board of Directors - Atlanta Urban League

FROM: J. B. Blayton, Sr., Chairman
(Mrs.) G. T. Hamilton, Executive Director

RE: Regular Monthly Meeting

# # # #

The Board of Directors of the Atlanta Urban League will meet on Thursday, February 25th at 3:30 o'clock in the office of the League.

The agenda will include action upon recommendations to Atlanta's Urban Renewal Committee (memorandum enclosed); consideration of the 1961 budget estimate (action required by March 1st); and proposals for future program of Community Services.

The joint committee of the National and Atlanta Urban League representatives will meet in New York on February 29th. A letter from Mr. Kheel, President of the National Urban League, following the January meeting of the National Board of Trustees is attached for your information.

Please return the enclosed postal card, indicating preferences for future meeting dates and time.

We look forward to your presence.

NATIONAL URBAN LEAGUE, INC.
14 East 48th Street
New York 17, New York

January 26, 1960

Dear Mr. Blayton:

I am pleased to inform you that the Trustees of the National Urban League decided at our last meeting, which Dr. Clement attended, to accept your proposal for a joint meeting of the Boards of both the Atlanta and the National Urban League --such a meeting to include, also, the executive heads of both organizations.

We are prepared to meet with a representative committee of your Board in New York City at your earliest convenience, preferably within the month of February. I suggest that you advise me as soon as you can when it will be possible for you and your committee to come to New York and who will be on the committee.

We are just as anxious as you are to arrive at a satisfactory adjustment of our differences within the framework of the policies and principles of the Urban League.

With kindest personal regards,

Sincerely yours,

Theodore W. Kheel
President

Mr. J. B. Blayton, President
Atlanta Urban League
205 Auburn Avenue, N. E.
Atlanta 3, Georgia

February , 1960

My preference for future Board meeting dates and time is:

( ) Last Tuesday of month

( ) Last Thursday of month

<u>Time of day</u>

( ) 11:00 A. M.

( ) 3:30 P. M.

_____
Signature

TO: BOARD OF DIRECTORS
ATLANTA URBAN LEAGUE

The following memorandum is sent for your information prior to the Board meeting at which time it will be considered.

TO: Mrs. G. T. Hamilton, Executive Director
Atlanta Urban League

FROM: R. A. Thompson, Housing Secretary
Atlanta Urban League

RE: Comments on Report - "SHALL WE BUILD AGAIN"

Pursuant to a letter, dated 12 November 1959, from Mr. Hamilton Douglas, Jr., Chairman of the Urban Renewal Committee, Board of Aldermen, to Mr. J. B. Blayton, President of the Atlanta Urban League, and your request for reply- the following recommendations are submitted for consideration by the Atlanta Urban League's Board of Directors:

CATEGORY A- Areas considered suitable predominantly for immediate clearance and redevelopment as Federal assisted Urban Renewal Project Areas.

1. Two areas are suggested as "suitable predominantly for immediate clearance and redevelopment as Federal assisted Urban Renewal Project Areas"; they are:

A. THE BUTTERMILK BOTTOM AREA- Census Tract F-18. The area is bound on the north by North Avenue, Parkway Drive on the east, Baker-Highland Avenue on the south, and Courtland-Piedmont Avenue on the west.

The Buttermilk Bottom Area of about 224 acres is predominantly a slum area. The 1950 census showed that of the total 3,066 dwelling units in this area, 1,942 or 63.3 per cent were classed as having "no private bath or dilapidated."

The 1950 census also showed that of the total 3,066 dwelling units, 2,640 or 86.1 were occupied by the nonwhite population. Of the total occupied by nonwhites, 323 or 12.2 per cent were classed as owner-occupied and 2,317 or 87.8 per cent were renter-occupied. The attached table shows the Distribution of Population and Dwelling Units for Census Tract F-18.

A social factor which tends to substantiate the area as being a slum area is the relatively large number of "juvenile delinquency cases known to the Fulton County Juvenile Courts" in 1953. The 35 known cases of juvenile delinquency in that year was the fifth largest among all of the sixty-six census tracts.

B. THE "VINE CITY AREA"-Census Tract F-26 and part of Census Tract F-25. The majority of the "Vine City" area is in Census Tract F-26 which contains about 224 acres and the area is bound by Simpson Street on the north, Elliott Street on the east, Hunter Street on the south, and Chestnut Street on the west. It is suggested that the "majority area" - Census Tract F-26 be cleared and redeveloped with the assistance of Federal funds.

The Characteristics of the housing in Census Tract F-26 according to the 1950 census were as follows:

Census Tract	Number of Units				Condition of Dwelling Units		Per Cent Owner	
	Total	Owner	Renter	Number Reported	No. Pvt. Bath or Dilap	No. Run Water or Dilap.	Per Cent Dilapidated	Per Cent Owner
F - 26	1706	327	1363	1659	1309	925	76.8	19.2

Over seven out of ten - 76.8 per cent of the dwelling units in Census Tract F-26 have no private bath or classed as dilapidated. Less than twenty per cent (19.2) per cent of the dwelling units were owner-occupied.

The sixty-six (66) cases of juvenile delinquency in Census Tract F-26 in 1953 was the highest amount of cases for the total sixty-six census tracts, the old city area of Atlanta.

The part of the "Vine City" area between Vine Street and Sunset Avenue, which is in Census Tract F-25, should also be considered for clearance and redevelopment. This area is bound by Simpson Street on the north, Vine Street on the east, Hunter Street on the south, and Sunset Avenue on the west. The houses on the eastside of Sunset Avenue should be omitted from the clearance program.

The remaining portion of the "Vine City" area between Sunset Avenue and Chestnut Street contain good substantial housing, but the area shows signs of "creeping blight." Therefore, this part of the area should be considered as a rehabilitation area.

CATEGORY B- Areas in need of improvement, which may be accomplished as non-Federal assisted Projects through planning; zoning restrictions; improved environmental influences such as strict application of the Housing Code; persuasion; limited capital improvements; and F. H. A. acceptance for insured mortgages.

There are several areas in Atlanta which can be improved through planning, zoning and persuasion, and they are:

1. "The inside area" - Cooper-Glenn Street Area - of the Rawson-Washington Street Urban Renewal Area demands the immediate attention of the City Officials. The area is bound by Eugenia Street on the north, Central Avenue on the east, University Avenue on the South and Stewart Avenue on the west.

That portion of the "inside area" to Georgia Avenue should be studied, planned and not designated as an urban renewal area at this time or for specific use until studies will have been made of the area. This area is between two southward "prongs" of the urban renewal area which will undoubtedly affect the physical character of the "inside area." Improper planning and use of the land within the "inside area" could seriously impair the growth and development of the southside of Atlanta.

Steps have been taken to get the City of Atlanta to secure a grant from the Federal Government under what is called a Section 314-Demonstration Grant to study the "inside area." It is hoped that the city officials will seek these funds to implement the study.

2. EAST ATLANTA - In the East Atlanta area, Census Tract D-6, there were 3,165 people in 1950 and 2,242 or 70.8 percent were nonwhite. This area definitely needs rehabilitation and demands the immediate attention of good planning, zoning restrictions, improved environmental influences and strict enforcement of the Housing Code.

3. THE SUMMERHILL-GRANT PARK AREA - The area between Captial Avenue and Grant Park may be considered as a clearance and rehabilitation area. That part of this area bound by Woodward Avenue on the north, Hill Street on the east, Atlanta Avenue on the south and Capitol Avenue on the west, should be cleared and redeveloped. The area between Woodward Avenue on the north, Grant Park on the east, Atlanta Avenue on the south and Hill Street on the west may be considered as needing rehabilitation.

4. NORTHEAST ATLANTA - The Northeast area is bound by Ponce DeLeon Avenue on the north, Belt Line Railway on the east, Edgewood Avenue on the south and Boulevard on the west. It is now occupied mostly by nonwhite Atlantans. The area, unless strict housing and zoning codes are enforced, will deteriorate into a slum area within the next ten years. Every possible effort should be made by the city officials, public and private organizations and others to maintain and improve the area.

CATEGORY C - Area showing evidence of deterioration, but which do not justify clearance and redevelopment, but which are considered eligible to qualify as Federal assisted Rehabilitation Project Areas.

There are two areas that show signs of deterioration and could qualify for "Federal Rehabilitation Project Areas." However, only one of these areas, namely, the RAILROAD AVENUE SECTION, which, if redeveloped, would provide housing for people who work in North Atlanta. The RAILROAD AVENUE SECTION needs immediate attention.

THE LYNWOOD PARK SECTION, which is just outside of the City Limits of Atlanta, but in both Fulton and DeKalb Counties, deserves rehabilitation. This large and unplanned area could be redeveloped also for persons who work in the North Atlanta Area.

The forementioned areas are necessary for living space for those who work in the northern part of Atlanta. These are the last two places, not inhabitated by Negroes in the northeast area, that have any possibility of being used for Negro occupancy. In short, these two areas from the point of view of getting relatively low income families located nearest their work, are as important as the redevelopment of any downtown area.

POSITION STATEMENT for the National Urban League ad hoc committee on the Atlanta Urban League situation by Lisle C.Carter, Jr., Legal Counsel, NUL - at meeting of joint committee of Board representatives of the Atlanta Urban League and National Urban League.

February Twenty-ninth 1960

My responsibility, as I understand it, is to make abundantly plain that unless there is concrete accomplishment at this meeting those representing the Board of Trustees of the National Urban League will have no choice but to recommend to the Board of Trustees disaffiliation from the Atlanta Urban League. This position is based upon actions and inactions on the part of the Atlanta Urban League over a period of time that seriously violate both spirit and letter of the Terms of Affiliation executed by the Atlanta Urban League in December, 1953, and the resolutions of the Kansas City convention of 1955.

Among such violations are the following:

1) The Atlanta Urban League has failed to support the most fundamental Urban League principle that League activities are, to quote the terms of affiliation," to ensure for Negroes.... the greatest possible degree of equality of opportunity....."

In 1957, the Atlanta Urban League circulated reprints of a favorable editorial and story in the Atlanta Constitution of June 25, 1957, which contained the following:

"Q. Does the National Urban League exercise any control over the Atlanta Urban League?

"A. No. A volunteer board of directors, composed of local citizens, white and Negro, sets the Atlanta Urban League's program and policies, which are entirely consistent with the customs, laws and traditions of Georgia. The Atlanta Urban League does not follow National Urban League policies and does not support the National Urban League financilly."

It is clear that "programs and policies entirely consistent with the customs, laws and traditions of Georgia" cannot be programs and policies devoted to ensuring equality of opportunity.

Again, as late as October, 1959, the Atlanta Journal wrote in an editorial:

"Now as in 1957, the Atlanta Urban League is local. It takes no orders from the National organization and contributes no funds to the same. Its leadership is composed of conservative local citizens and its policy conforms to local patterns and traditions."

Although this editorial was read to the Atlanta Board at its meeting of October 15, 1959, no steps were taken by the Board to repudiate it nor to state affirmatively established Urban League policy.

2) That the Atlanta Urban League does not carry on any meaningful program to develop equal opportunity in jobs nor to encourage youth in new careers, despite the long-time emphasis of these activities in Urban League programming and the renewed emphasis given at the Kansas City Convention.

Evidence of this failure is that the EOD week and the EOD dinner were staffed by the Southern Regional Office. The Atlanta League declined officially to participate in these programs. Further, career clubs are also being developed in Atlanta under the leadership, not of the local League, but of the Southern Regional Office. At the same time, the substantial interest in the Atlanta community in the development of a job program and the leadership vacuum presently existing are shown by the organization of a citizens committee for employment and economic opportunity under the chairmanship of E. M. Martin of the Atlanta Life Insurance Company.

3) The Atlanta Urban League has violated the terms of affiliation in that it has almost, if not, wholly failed to submit financial statements as required by those terms to the National office and has generally neglected to furnish information and make the reports requested from time to time by the National office. This dereliction, which is evidence of an indifference on the part of the Atlanta Urban League toward its relation with the National, has been particularly harmful in the failure of the Atlanta Urban League to furnish reports on the attacks on it by the White Citizens Councils and the steps taken by the Atlanta Urban League to combat those attacks. This failure and these steps, taken without consulting or even informing the National office, prevented a coordinated and consistently principled defense of the League movement in the South.

4) The Atlanta Urban League has defied the resolution of the Kansas City convention that any local affiliate that does not meet its financial obligations to the National Urban League shall be denied the privileges and benefits of affiliation.

The quotations already cited from the daily press in Atlanta show plainly what the Atlanta League's public position is on contributions to the National. It is further understood that the Atlanta League has made the following commitments to the local Chest:

"a) Not to send local Chest funds to the National Office;

b) Not to raise funds locally with which dues would be paid;

c) Accept no contributions from individuals to be earmarked as dues to the National; and

d) The receipt for dues paid to the National from any source not to be a part of the records or files of the local office."

These commitments represent a measure of community chest interference with internal operations which no local Urban League can accept with honor, nor accept and maintain any meaningful relationship with the National.

5) The Atlanta Urban League has strongly indicated, as detailed above, that it no longer wishes (as it stated in the terms of affiliation it did) " to have the guidance, advice and support of the National Urban League." In this connection, it must be remarked that it is the unanimous judgment of National staff members who have had to deal with the Executive of the Atlanta Urban League, including past Directors of the Southern Regional Office, that the Atlanta Executive is uncooperative and indeed hostile to the National office.

Relationships within the Atlanta Urban League have been before the Board of Trustees five times since October, 1957. In the present circumstances there can be no recommendation but disaffiliation.

Minutes of Joint Committee Meeting
Representing National and Atlanta Urban League Boards
Board Room, National Urban League, Inc.
14 East 48th Street, New York City
Monday, February 29th, 1960

Presiding: Theodore W. Kheel, President, National Urban League

For the Atlanta Urban League:
Dr. J. B. Blayton, President
Mr. Phillip G. Hammer
Dr. Harry V. Richardson
Mrs. Grace T. Hamilton, Executive Secretary

For the National Urban League:
Mr. George O. Butler
Mr. Lindsley F. Kimball
Mr. Henry Steeger,
Lisle C.Carter, Jr., Esq., Legal Counsel
Lester B. Granger, Executive Director

The meeting opened at 3:05 P.M., with a statement from Mr. Kheel outlining its purpose: - the meeting was called at the request of the Atlanta Urban League Board following preliminary notice given by the National Office that the question of disaffiliation of the Atlanta Urban League was on the National Board's agenda for action at an early meeting.

The National Urban League's position was stated by its Legal Counsel, Mr. Carter, covering points of dissatisfaction reported to the Board over a period of several years. Mr. Carter's statement was distributed as a reference point in the subsequent discussion. It was as follows:

"My responsibility, as I understand it, is to make abundantly plain that, unless there is concrete accomplishment at this meeting, those representing the Board of Trustees of the National Urban League will have no choice but to recommend to the Board of Trustees disaffiliation of the Atlanta Urban League. This position is based upon actions and inactions on the part of the Atlanta Urban League over a period of time that seriously violate both spirit and letter of the Terms of Affiliation executed by the Atlanta Urban League in December, 1953, and the resolutions of the Kansas City convention of 1955.

Among such violations are the following:

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The quotations already cited from the daily press in Atlanta show plainly what the Atlanta League's public position is on contributions to the National. It is further understood that the Atlanta Urban League has made the following commitments to the local Chest:

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5) The Atlanta Urban League has strongly indicated, as detailed above, that it no longer wishes (as it stated in the Terms of Affiliation it did) 'to have the guidance, advice and support of the National Urban League.' In this connection, it must be remarked that it is the unanimous judgment of National staff members who have had to deal with the executive of the Atlanta Urban League, including past directors of the Southern Regional Office, that the Atlanta executive is uncooperative and indeed hostile to the National office.

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DISCUSSION Responding to the statement, Mr. Hammer began by emphasizing the Atlanta Board's awareness of the seriousness of the situation and of the serious loss that would be suffered by both organizations if disaffiliation should be put into effect. He enumerated the significant achievements of the Atlanta Urban League and stressed its important role in the Atlanta community as a spokesmanship and planning agency. Mr. Hammer declared that it had been the Board's decision to give first priority to a housing program because housing and not employment was the number-one problem facing Negroes in Atlanta. He called attention to the news-story in the New York Times of February 28th, 1960, dealing with the housing program of the Atlanta Urban League. Mr.Hammer deplored the "breakdown" of communication between the Atlanta Urban League and the National office. He described the major difficulties surmounted by the Atlanta Urban League in maintaining inclusion in the local Community Chest. He stressed the fact that both the white and colored Board members of the Atlanta Urban League were known in the general community and frequently attacked as "tough-minded liberals on the race question."He declared that in negotiations between the local Board and the Community Chest regarding League continuance in the Chest, every effort had been made to induce the Atlanta Board to drop its National connections. Therefore, Mr. Hammer declared, the very fact of continued Chest membership in the face of the Atlanta Urban League Board's insistence on maintaining its National affiliation was victory for both the local and the National Urban Leagues.

Mr. Hammer declared that the Urban League Board should not be held responsible for the interpretation of its program offered by the local press. Board members should not be expected to rush into public print with denials that they are conservative adherents of segregation whenever a local newspaper, for reasons of its own, interprets them in this light. More important, Mr. Hammer said, is not what the press says about the Board but what the Board does.

Discussion (cont.) Mr. Hammer reiterated that the Atlanta League was experiencing tremendous difficulties in maintaining its existence as a community service agency because of high pressure efforts carried on under cover and publicly by white supremacy forces working for the League's elimination. He expressed lack of knowledge of any history of disagreement between the National office and the Atlanta League that would justify "sudden and preemptory action"such as disaffiliation. He reaffirmed the strong desire of the Atlanta League to remain in the National movement, declaring that disaffiliation would be regarded by racists reactionaries in Atlanta and throughout the South as a signal victory, and would indeed be such a victory.

Mr. Kheel replied to Mr.Hammer's statement by readily recognizing the difficulties of the Atlanta Urban League, but pointed out that they were basically the same as those experienced by Urban Leagues in other southern localities. He delcared it to be the desire of the National Board to continue affiliate relationship provided this can be done in the spirit of mutual helpfulness and in a way consistent with the spirit as well as the wording of the Terms of Affiliation. He agreed that Atlanta was a key locality, whether from a geographical or racial standpoint, and that for this reason the Board had delayed action on the motion to take disaffiliation steps until there could be face-to-face conference with Board leadership representing the Atlanta Urban League. Mr, Kheel indicated that in his opinion points 1, 3, and 5 of the Carter statement should be disposed of as containing the core of the problem existing between the National Urban League and its Atlanta affiliate.

Mr. Butler raised the question as to whether in a community of nearly a million population, of which one-fifth is Negro, it is not possible for the Atlanta Urban League to raise its own budget if removed from the local Community Chest. He referred to the obligations implicit in the League's Terms of Affiliation and referred also to the findings of the 1955 convention of Urban League Board leadership held in Kansas City, Missouri.

Mr. Blayton replied that top leadership in Atlanta was easier to reach under the aegis of the Community Chest, that the Atlanta Urban League should be able to raise its own budget of approximately $30,000, of which 90% at this time comes from the Community Chest.

Mr. Kheel, referring to the "totality of the picture", declared that the Atlanta League had allowed itself to be portrayed publicly as hostile or indifferent to the National Urban League, as if National affiliation was something of which the Atlanta League was ashamed. He implied that this lack of rapport may have been responsible for the breakdown in communication between the two organizations. He referred to his visit to Atlanta a year ago on February 16, 1959, after correspondence with the Atlanta League's President, for the purpose of meeting with the local Board to discuss the issues that had created improper relationships between the two organizations. Mr. Kheel described his chagrin at discovering that no meeting with the local Board had been called (in spite of prior correspondence and mutual understanding) and that only five members -- all Negro -- had been recruited after his arrival.

Mr. Richardson interjected that an organization such as the Urban League when dropped from a community chest functions with difficulty without the prestige of chest membership and without the moral and financial support of community leadership as represented by chest members.

Discussion: (cont.) Mr. Blayton and Mr. Hammer, referring to points 3 of the Carter statement, indicated that the crux of the entire situation was lack of communication. Mr.Blayton declared that he spoke for his entire Board in pledging that all of the points contained in point 3 could and would be met by the Atlanta Urban League. Mr. Hammer expressed the shock that he experienced upon reading the communication addressed by Mr. Granger to Mr. Blayton on date of January 11th, 1960, and declared that this was a startling position to be enunciated out of a clear sky to the President of the Atlanta Urban Leagut by the staff head of the National body.

Mr. Granger corrected the impression that the communication had come "out of a clear sky". He explained that it was written at the request of Mr. Blayton in summary of an extended long-distance telephone call initiated by Mr. Blayton. He declared that the unsatisfactory relationship had been in effect for nearly twenty years, through a succession of four directors of the National Urban League's Southern Field operation, from William Bell,Jr., to the present director, Mahlon T. Puryear. He referred to raising the question of the Atlanta League's desire to continue affiliation in a telephone conversation with Mrs. Hamilton in the fall of 1957, to an extended conference with Mr. Blayton in Atlanta in the fall of 1958, and to his report to the National Board in 1958 and 1959. Mr.Granger stated that the National Board acted on the Staff's description of the situation as "intolerable" and moved to take the discussion up to the level of the Board. Mr. Kheel's visit was the outcome of this Board action. Therefore, the National's movement was anything but precipitate and the Executive Director's action was in implementation of the National Board's desires. Mr. Granger added that there was no question of the important role played by the Atlanta League in the areas of housing and health action, and that his staff as well as the Board recognized the difficulties faced by the Atlanta Urban League in its struggle to remain in the Community Chest. However, he pointed out, equally severe difficulties have been faced by other Urban Leagues in the South in not nearly as strong position with respect to constituent communities, and some of these have seen fit to choose chest expulsion rather than submit to chest domination and loss of respect within their communities.

Mr. Kheel read into the minutes the letter which he sent to Mr. Blayton on February 24, 1959 (see addendum). He acknowledged that Mr. Blayton had fulfilled his promise to have the Atlanta Urban League represented at the 1959 Annual Conference of the Urban League.

Mrs. Hamilton called attention to paragraph 4 of the Carter statement, items a, b, c, and d, which carried the quotation marks. She asked for the source of the quotation. Mr.Granger identified these as being carried verbatim from a report of the Southern Field Director, M. T. Puryear. He read the letter which reported a conversation between Mr. Puryear and Mrs. Hamilton and described Mrs. Hamilton as having made to the Atlanta Chest the commitments set forth. Mrs. Hamilton declared that she had made no such statement -- that she had only informed Mr. Puryear that the Atlanta League was pledged not to send Chest funds to the National office. Mr. Granger stated that he had asked Mr. Puryear to remain on call in his office in Atlanta to provide necessary information. Since a question of veracity seemed to be involved a telephone call should be made to Mr. Puryear. Mrs. Hamilton said that there was no need to make such a call.

Mr. Kimball raised the question as to why the Atlanta Urban League would wish to retain affiliation with a national movement of which it seemed

Discussion: (cont.) to be ashamed. He stated as his opinion that the National Urban League had not been interpreted properly either in the Atlanta community or to the Atlanta Urban League Board. He commented on Mr. Kheel's "patience and forebearance" in dealing with the whole situation.

Mr. Butler stressed the need for adult and candid relationships between the local and the National staff and pointed out that staff people were responsible for practical implementation of any decisions made by the Boards. He asked Mrs. Hamilton if in her executive position she saw "a hope of the spirit prevailing in this meeting" being worked out in her relationship with the Southern Field and the National office. There was extended discussion on this point but no clear answer was given to Mr. Butler's question.

Mr. Blayton then declared that this was, after all, a meeting of the representatives of two Boards: if the Boards should come to agreement, it would be the responsibility of each Board to see that its administrator implements, in good faith, the decisions reached. He added, "We have an understanding, Board-wise as to what is wanted. The obligation is for both to see that the National Urban League's policies are carried out."

Mr. Carter expressed regret that the discussion had passed quickly over the question of veracity. He stated that not only was the Puryear report challenged by Mrs. Hamilton but also a report submitted by Julius A. Thomas who had declared that the Atlanta Community Chest statement had been circulated by the Atlanta Urban League. He suggested clarification on both points.

Summation by Mr. Kheel: Mr. Kheel summarized what he felt to have been the sense of the meeting:

1) Both Boards are anxious for an affiliation of forty years to continue, especially in view of the effect which disaffiliation would have within the Atlanta community at this time;

2) Though it is not incumbent upon a Board to reply directly to every misinterpretation of the League's function that may be carried by a newspaper, the Board of the Atlanta League was derelict in not correcting a misstatement of its function, policies and relationships with the National office which was carried by the Atlanta daily press and for which the Atlanta Community Chest was responsible.

3) The National Urban League Board does not question the integrity or courage of the members of the Atlanta Board as individuals, but feels that the Atlanta Board has not projected this image as a Board for the benefit of the Atlanta community.

4) The Atlanta Urban League has not fulfilled its financial obligations to the National organization.

5) The National Urban League has a right to expect fullest cooperation by the Atlanta Urban League with our Southern Field office and willing participation in such National projects as EQUAL OPPORTUNITY DAY, TOMORROW'S SCIENTISTS & TECHNICIANS, which are designed to publicize the function as well as to advance the pro-

gram of the whole Urban League movement.

It was agreed that the minutes of the meeting, together with the Carter statement, would be placed at the disposal of each person present and that the two committees would report to their separate Boards. The National Board Committee will report at the meeting of the Board of Trustees of the National Urban League on March 17th, 1960 and will be happy to have from the Atlanta Committee or its full Board any further statement or information which would be helpful in preparing a report for the National Board.

The meeting adjourned at 5:45 P.M., after a prayer by Dr. Richardson.

ADDENDUM Letter from Theodore W. Kheel to Dr. J. B. Blayton under date of February 24th, 1959:

"..... I was certainly pleased with the results of the meeting I had with you and the Messrs. Cannon, Walden, Henderson, Clement and Puryear in Atlanta on Monday, February 16th, 1959. I believe we all saw eye-to-eye on the main difficulty that has kept the National Urban League and the Atlanta Urban League from maintaining that type of close working relationship that is so vital to the success of the Urban League movement.

I am also glad that you will take this matter up with your Board so that the atmosphere can be cleared and we can establish a good working relationship. We want the feeling to exist that we are all part of the same team. We recognize that you have certain problems that must be handled in a certain way. We know that you are prohibited from sending as dues to the National Urban League any of the funds you receive from the local Community Chest. We are pleased, however, that you will undertake to arrange to handle the dues obligations through outside contributions.

We are especially pleased that you will plan to attend or have representatives at our next Annual Conference in Washington which, I am sure, will be a most important meeting. We are also glad to know that you will cooperate with the National Urban League on the filing of whatever reports and statistics that may be necessary. Most important of all, we are pleased that close working relationships will be established between your League and the Southern Field office. As we all recognized, Atlanta is the key city of the South, and our effectiveness in other cities depends in a large measure on how successful our Southern Field office proves to be."

For Harold Fleming

ROBERT A. THOMPSON

JACKSON 1-2355

ATLANTA URBAN LEAGUE
ATLANTA, GEORGIA

THE ATLANTA URBAN LEAGUE

Over Thirty-Five Years of Preventive Social Service

JAckson 1-2355 · 239 AUBURN AVENUE, N. E. · ATLANTA 3, GEORGIA

March 9, 1960

Dear Mickey:

I have not written my "Finklestein letter" to Mr. Hoffa as yet because of more pressing housing public developments. I'll get around to cussing Hoffa after putting in writing our savings and loan proposal which is described briefly as follows:

A. V. C'S ROLE IN INCREASING THE HOUSING SUPPLY FOR NONWHITES

While the battle to eliminate discrimination in housing in America progresses especially in areas outside of the south, the weakest and most serious link in this process and struggle is the ability of the nonwhite population to obtain adequate mortgage finance. Although the nonwhite housing is atypical in Atlanta which has three nonwhite financial institutions here, the nonwhite housing situation would be much better if our financial institutions were three times their present size. Therefore, A. V. C., while continuing its battle to eliminate discrimination in housing, might also consider my practical proposal for strengthening the position of nonwhites via greater access to mortgage funds.

THE PROPOSAL: It is proposed that there be established nonwhite savings and loan associations in every city where there are 20,000 or more nonwhites.

a. That each of the nonwhite savings and loan associations become a member of the Federal Home Loan Board in order to assure the safety of share-holder accounts with the supervision of the Federal Government.

b. That the nonwhite financial leadership, working in cooperation with recognized representatives such as Messrs. Schoenfeld of the George S. May Company of New York City and Dr. Frederick D. Patterson, be informed of A. V. C's interest in cooperation with them to implement the idea of establishing nonwhite savings and loan associations throughout America.

WHAT HAS BEEN DONE:

Please see attached correspondence with Mr. Patterson who is amenable to implementing the proposal. Mr. Schoenfeld of the George S. May Company has called on Mr. Patterson about ways to explore the implementation of my proposal. The George S. May Company, an industrial engineering firm, has a staff that could help in the formation and operation of savings and loan associations. Mr. Patterson, President of the National Business League,

former President of Tuskegee and Founder of the United Negro College Fund, not only commands the respect of all Negroes throughout America, but is about the only Negro who could easily assemble the top Negro financial leadership to discuss the proposal.

A. V. C's first step of course, would be to contact the forementioned gentleman for further discussion on the proposal. I hope that you will contact them relative to our desire to help in this most far reaching and vital program.

At the same time and while the above long range proposal is being considered, the present and well-established Negro savings and loan associations would welcome deposits from Jewish savers of the North and locally. We who have the responsibility of operating such lending institutions would welcome the opportunity to use the money of Jews to improve our own housing situation. The essence of my plea to Alex Miller and Ben Epstein several years ago, was that A. D. L. persuade Jewish savers save at Negro savings and loan associations.

If Mr. J. B. Blayton, Sr., President of the Mutual Federal Savings and Loan Association and I could meet with some of your key people for about one hour relative to saving with Mutual Federal in Atlanta, I am sure that the conference would be helpful to Jewish savers, Negroes and Atlanta. If Mutual Federal had about twenty-five million in assets, Atlanta would be quite different economically, socially and politically; hence, the great problem is not only mobilizing our own but the resources of sympathetic groups and individuals. Mickey, we are not now asking for alms; we are now requesting financial cooperation in order to improve our housing situation.

The tangible results of having nonwhite savings and loan associations in specified cities are immeasurable. Along with getting better housing, we would be creating jobs, gain knowledge about operating financial institutions and money markets and instill greater confidence in the nonwhite to do for himself. With the use of your money, under government supervision, and our knowledge and ability to survive, a great deal would be accomplished here in the South toward getting better housing.

With very best wishes, I am

Cordially yours,

R. A. Thompson, Jr.

Mr. Mickey Levine, Chairman
American Veterans Committee
1830 Jefferson Place, N. W.
Washington 6, D. C.

RAT:vbm

April 28, 1958

Dear Mr. Miller:

You will recall our recent conversation relative to the possibility of the Jewish financial leaders saving some of their money with Mutual Federal Savings and Loan Association in Atlanta. We both felt that your financial leaders might open substantial saving accounts in insured savings and loan associations which now pay four per cent on savings. It was also believed that by saving with the Negro savings and loan associations in Atlanta, that we could improve immeasurably, our housing, economic, and social status without jeopardizing in the least the economic, social or political status of your people or friends in the north, east and west.

In view of the fact that I will attend our annual meeting of the American Society of Planning Officials in Washington between May 18, and 22, I was wondering if you could arrange for me to discuss our idea with a few financial leaders of your group in New York while I am near your city. I can meet with you at any time, either before, during or after the Washington meeting, and I would appreciate anything that could be done in this regard. Please let me know if it will be possible to meet with you and a few of your friends who would be interested in our proposal.

If such a conference were to materialize, the new shareholders of Mutual Federal would benefit, Mutual Federal could make more loans to Negroes and the entire city would benefit. Moreover, and over and above the above considerations, the top leadership of your group would come to know personally the top Negro leadership in a joint effort, devoid of racism, of better human relations. In the main, the latter would be a by-product or come as a result of the two minority groups cooperating effectively and quietly.

Thanking you again for your assistance, I am

Cordially yours,

R. A. Thompson
Housing Associate

Mr. Alex Miller, Director
Community Services Division
Anti-Defamation League of B'nai Brith
515 Madison Avenue
New York 22, New York

cc: Art Levin

RAT:mm

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THE ATLANTA URBAN LEAGUE

Over Forty-five Years of Preventive Social Service

[illegible] AUBURN AVENUE [illegible] ATLANTA, GEORGIA

December 6, 1957

Dear Dr. Pattersons

I have taken the liberty of enclosing herewith a copy of my report entitled, "Assets of Negro Savings and Loan Associations and Commercial Banks, 1949 and 1956" for your information. I sincerely hope that this information will be of value to you and the National Business League.

Since my last letter to you, I have talked with Doctors Samuel Z. Westerfield, Head of the Department of Business Administration at Atlanta University, and Booker T. McGraw of Washington, D. C., about the idea of inviting key businessmen to a one-day conference in Atlanta during early 1958. It is proposed that key businessmen from sixty-seven selected cities, with 25,000 or more Negroes and who do not have a Negro savings and loan association, be requested to attend the conference relative to their starting a savings and loan association in their own home town. Both Messrs. J. B. Blayton and L. D. Milton think highly of the idea, and I am sure that they will assist in extending an invitation to present and prospective Negro financiers. Dr. Westerfield and I will meet next week to work out the details which will be sent you with the hope that the National Business League will cooperate in this new program.

The greatest unmet need of Negroes today is having adequate home finance at decent terms. The lack of the availability of finance mitigates against open-occupancy in the North and further circumscribes the Negro in the South. The

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lack of job opportunities in financial organizations limits the Negro's knowledge of banking, investments, government finance and the money markets. Dr. Samuel Nabrit told me last week, that a group of Negroes in Houston, Texas, recently made application to the Secretary of State for a State savings and loan association because of the difficulties mentioned above.

I sincerely believe that, with a definitive program and objective, it will be possible to attract the attention and cooperation of certain other minority groups in saving in Negro savings and loan associations. I have already been advised as to how to proceed in getting the cooperation of a certain group in behalf of prospective Negro home owners after we will have taken the first and all important step.

Thanking you again, I am

Sincerely yours,

R. A. Thompson
Associate in Housing

Dr. F. D. Patterson, President
National Business League
101 Park Avenue - Room 1410
New York 17, New York

cc: Mr. J. B. Blayton, President
Mutual Federal Savings and Loan Ass'n.

Dr. S. Z. Westerfield
Atlanta University

RAT:mm

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NATIONAL BUSINESS LEAGUE

Founded in 1900 by Booker T. Washington

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EMMER M. LANCASTER, *Secretary*
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•

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Washington Headquarters
922 U STREET, N.W.
WASHINGTON, D. C.

•

Office of the President
ROOM 1410
101 PARK AVENUE
NEW YORK 17, N. Y.

September 20, 195[illegible]

Mr. R. A. Thompson
Associate Director
The Atlanta Urban League
[illegible] Auburn Avenue, N. E.
Atlanta 3, Georgia

Dear Mr. Thompson:

I appreciate your thoughtfulness in sending a copy of your letter to Mr. Levin and the information attached regarding assets of Negro owned and operated savings and loan associations. I am pleased to have this information.

Sincerely yours,

F. D. Patterson
President

wmt

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THE ATLANTA URBAN LEAGUE

Over Thirty-Five Years of Preventive Social Service

JACKSON 1-2355 · 239 AUBURN AVENUE, N. E. · ATLANTA 3, GEORGIA

Recd 3/18/60

March 16, 1960

MEMORANDUM:

To: Members of the Board of Directors

From: J. B. Blayton, Chairman
(Mrs.) G. T. Hamilton, Executive Director

Re: Regular Monthly Meeting of the Board

: : :

The March meeting of the Board of Directors of the Atlanta Urban League will be held on Thursday, March 24, at 3:30 o'clock in the office of the League.

There are several matters of importance for Board consideration, and we hope that all members will be present.

March 16, 1960

TO: Atlanta Urban League's Board of Directors

FROM: Grace T. Hamilton, Executive Director

FOR YOUR INFORMATION

Representatives of volunteer public health and welfare agencies were invited to a meeting on March 4th, to advise with a committee upon the formation of an independent Community Welfare Planning Council. The meeting was called by Mr. A. H. Sterne, Jr., who served as Chairman. The other members of the committee were: Dr. Phillip Weltner, and Mr. R. L. Foreman.

A report of a Steering Board's (M. A. C. S.) Study Committee on Planning (May 20, 1959) was presented. It was pointed out that although there had been developments since the report was made, it provided background for current consideration.

The report follows:

Question 1: What should be the scope and functions of a planning organization for Metropolitan Atlanta?

Answer: The scope must be community wide, in order to seek the coordination of the work of existing health and welfare agencies, the application of total available resources to total needs as efficiently and effectively as possible; community improvements in areas of health, welfare and group services; liaison with physical planning.

The functions should be: a) to build up a central body of knowledge about the community - its social problems and the resources to meet those problems; b) to promote teamwork among agencies, both voluntary and governmental; c) to review agency programs; d) to provide consultation to participating groups and individuals; e) to conduct research projects; f) to provide continuity for research studies upon which a continuing course of action will be based.

Question 2: What type of organizational structure do you recommend?

Answer: The Committee feels that the structure is not so important as the personnel. It asks that the Planning Director report directly to the Planning Division Steering Board and executive committee of MACS and that he have administrative control over

the personnel assigned to his staff. He should cooperate with the Executive Director of MACS, but should work under the guidance of the Planning Division Steering Board.

Question 3: By whom should such an organization be financed?

Answer: Financial support should come from MACS as at present; but once planning is functioning well and taking its rightful place in the community, further support should be secured from governmental units; from non-fund participating MACS agencies where possible; from foundations, and from other possible sources for research projects.

Question 4: What should be the scope and function of the existing MACS Planning Division? a) Now, under present budgetary limitations; b) In the future, provided the funds are raised?

Answer: a) The immediate objective of MACS should be to foster a planning division within its organization with well defined responsibilities and duties, staffed by a competent director, who is capable of inspiring confidences in both the lay and professional membership of MACS, enlisting the support of constituent and non-member agencies, and building an organization capable of attaining the long-range objective.

b) The committee feels that all other questions might well remain until the Planning Division is a functioning unit again.

The discussion seemed to provide agreement that:

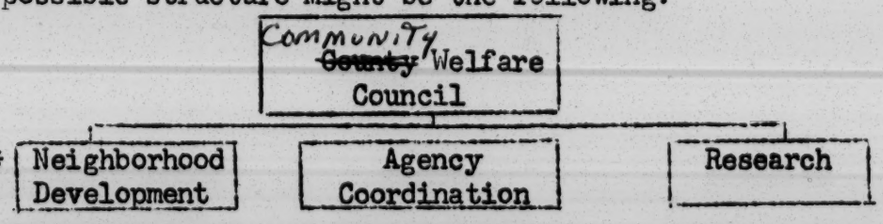
a. An autonomous county welfare planning agency is needed and should be established.

b. Such a Council should include a well staffed research department.

c. It's structure should enable development of continuous communication and effective relationships between agencies, public and private, involved in the community's efforts to cope with health and welfare problems.

d. Financial support should be available from the following sources:
Community Chest (as an independent agency)
Government and Foundations (possibly on a contract basis for research services)

At the close of the second meeting, there appeared to be general agreement that a desirable possible structure might be the following:



Coordination between physical planning and federated fund-raising would be provided at the Council level.

* Proposal to be described more fully in a forthcoming report of the Fulton County Advisory Council On Illigitimacy and Adoption.

February 25, 1960

MINUTES: Board of Directors - Atlanta Urban League

ATTENDANCE: Messrs. Blayton, Brooks, Cannon, Cousins, Henderson, Jett and Shulhafer; Mmes. Gershon, Hall and Thomas

STAFF: Mmes. Hamilton, Brisbane and Mickens

: : : : :

The regular monthly meeting of the Board of Directors met on the above date at 3:30 o'clock with the chairman presiding.

The agenda included:

I. ACTION UPON THE 1961 BUDGET ESTIMATE

Mr. Cannon, Treasurer, made the report and the Executive read the explanation to be submitted with the budget. In the discussion that followed, it was suggested that the explanation include the statement that the amount raised in the House-to-House Division, $23,586 during the 1960 Campaign was the largest amount to date and was accomplished in spite of the increase in one-pledge plans in industry.

On motion by Mr. Cannon, seconded by Mr. Shulhafer, the Budget Estimate for 1961 was unanimously adopted. (Copy attached).

II. STAFF REPORTS - Community Services

Mrs. Kathryn Brisbane reported on "Functions and Responsibilities of Community Services". She stated that because of the many physical and population changes occurring in Atlanta, it is time to take a good look at the department's program. She said answers to certain questions would require Board help and extended a call for volunteers. Following her report, Mrs. Brisbane answered questions and some members offered suggestions for implementing certain phases of the program. She was requested to report upon phases of the program which should be given priority at the next meeting. Mrs. Hall volunteered the services of the Atlanta Urban League Guild, and Mr. Jett said that he could be counted on to do what he can.

Housing

In the absence of Mr. Thompson, Mrs. Hamilton called attention to the memorandum prepared by Mr. Thompson for Board action. The memorandum concerned a request from the Chairman of the Urban Renewal Committee of the Board of Aldermen asking the Board to recommend certain areas for urban renewal. The memorandum was approved by common consent.

Mr. Cousins asked to what extent was the League concerned with vocational training for employment of the Negro population?

The Executive replied that we are steadily doing what we can. It is not what we would like to do, however. She called attention to the pilot project

in Civil Service for clerical workers.

Mr. Cousins said that some decisions are going to soon be made about additional vocational training schools for Negroes, and he would like some guidance from this Board.

Mr. Henderson mentioned deficiencies in the vocational program at Carver and suggested that a letter from the Board upon the matter be sent to the Atlanta Board of Education.

The Board agreed by common consent, that a carefully worded resolution be drawn up and sent in behalf of the Atlanta Urban League's Board of Directors. The Chairman appointed the following persons to serve on such a committee: Messrs. Henderson, Cousins, Jett and Shulhafer.

The meeting was adjourned at 4:40 o'clock.

Respectfully submitted,

Rebecca M. Gershon (Mrs. Harry M.)
Secretary

By: (Mrs.) G. T. Hamilton
Executive Director

March 24, 1960

REPORT OF THE ATLANTA URBAN LEAGUE SUB-COMMITTEE

Mr. J. B. Blayton, Sr.
Mr. Phillip Hammer
Dr. Harry V. Richardson

We recommend approval by the Board of the Atlanta Urban League of the following points based upon a summary prepared by the President of the National Urban League; a summary of points considered by the joint-committee; and their incorporation in a letter to the president of the National Urban League to the president of the Atlanta Urban League.

1. We are agreed that "both boards are anxious to have an affiliation of forty years continue".

2. The Atlanta Urban League sincerely regrets the mistaken interpretations which have been described as prevailing concerning the Atlanta Urban League. It disclaims the interpretations cited. While we may not always be able to challenge other persons' interpretations of our purpose and function, we agree that we have responsibility to create in the public's mind an appropriate "image" of the Atlanta Urban League, of its board, its purpose and program.

3. We regret very much that the National Urban League's Board feels that the Atlanta Urban League's Board has not projected a proper "image" of itself for the benefit of the Atlanta community. We think that it would be agreed, however, that the Board of the Atlanta Urban League must determine for itself what is for the best interest of the Atlanta Urban League and for the Atlanta community; and in this pattern would seek the right to pursue its objectives as it sees fit. We greatly appreciate the National Urban League's interest in this aspect of our local operation, and we shall always strive to improve our interpretation and public relations.

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4. It is admitted that the Atlanta Urban League as such has not been and is in no position to make contributions out of its regular budget to the National Urban League. The Board of Directors of the Atlanta Urban League pledges itself, nevertheless, to raise for the National Urban League from such sources as are available to it, such amounts as may be within the command of the membership of the Board. Such funds as may be raised through these endeavors outside the Atlanta Urban League's budget will be remitted to the National Urban League in due course.

5. We are fully in accord with the importance of such national projects as are enumerated in Item #5. The Atlanta Urban League's Board has adopted a policy of full support of such projects and assures the National Urban League that it will participate as fully as possible.

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THE ATLANTA URBAN LEAGUE

Over Thirty-Five Years of Preventive Social Service

JACKSON 1-2355 · 239 AUBURN AVENUE, N. E. · ATLANTA 3, GEORGIA

March 30, 1960

MEMORANDUM:

To: Members of the Board of Directors

From: J. B. Blayton, Sr., Chairman

Subj: Call Meeting - April 5, 1960

# # # #

At a meeting of the Board of Directors on Thursday, March 24, it was voted that the Board would assemble in a SPECIAL MEETING on Tuesday, April 5, at 3:30 o'clock in the office of the Atlanta Urban League, for the purpose of considering the report of a special committee -as expanded-appointed to negotiate with a similar committee of the Board of Trustees of the National Urban League. No business will be discussed except that concerned with the report of the special committee and matters going out thereof.

We urge **ALL** members to be present.

Enclosures: Minutes - March 24th Meeting
Letter from Mr. Kheel - March 23, 1960

March 24, 1960

MINUTES: Board of Directors - Atlanta Urban League

ATTENDANCE: Messrs. Blayton, Brooks, Cannon, Henderson, Hill, Sanders, Shulhafer, Jett and Walden; Mmes. Gershon, Pauley and Thomas

STAFF: Mrs. Hamilton, Mr. Thompson, Mrs. Brisbane and Mrs. Mickens

: : :

The regular monthly meeting of the Board met on the above date at 3:30 o'clock with the chairman presiding. The meeting was opened with prayer by Mr. Walden.

Mr. Blayton presented a letter received on the morning of March 24, from the President of the National Urban League. The threatened disaffiliation of the Atlanta Urban League was then discussed. A "Position Statement" of the National Urban League, the Minutes of the "Joint Committee" meeting, and the Report of the Atlanta Urban League's Sub Committee (prepared before the receipt of Mr. Kheel's letter)and copies of "Terms of Affiliation" with the National Urban League were distributed.

It was agreed that the position of the Atlanta Urban League could not be determined in this meeting. The Chairman therefore appointed three additional board members to serve with the existing committee, to prepare a report for board consideration. It was agreed that a special meeting of the Board of Directors would be called to consider their recommendations. Since it was recognized that it would be necessary for the sub-committee to meet prior to the board meeting, no date was fixed for this special meeting. It was hoped it could be held between April 4 and 15. The following were added to the committee: Mr. Hill, Mrs. Pauley and Mr. Walden. (Former sub-committee included Mr. Blayton, Mr. Hammer and Dr. Richardson).

Mr. Henderson read a letter prepared to go to the Superintendents and Boards of Education of Atlanta and Fulton Counties with regard to vocational training opportunities. The letter was approved by unanimous consent.

The Chairman read a proposed letter with regard to approval and support by the Atlanta Urban League of the University and Rockdale Urban Renewal Projects. The resolution was approved.

The Chairman reported a request from Mr. Milton that two other members of the Atlanta Urban League Board confer with him to consider certain matters regarding Grady Hospital-Spalding Pavilion. Messrs. Sanders and Shulhafer agreed to serve in this capacity.

Other agenda items were deferred. The agenda included:

The agenda included: Minutes
Report of Nominating Committee
Report of Joint Committee
Request from Executive Director
Report on Vocational Training Opportunities
Proposal Regarding Grady Hospital-Spalding Pavilion
Resolution Regarding University and Rockdale Urban Renewal Projects

Announcements: The 1960 Budget Panel will visit the Atlanta Urban League on Wednesday, April 13, at 3:15 o'clock. Board members are requested to be present.

Golden Anniversary - White House Conference - March 26 to April 2.

Copies of the documents distributed at the meeting are available to board members upon request.

The meeting adjourned at 4:45 o'clock.

Respectfully submitted,

Rebecca M. Gershon (Mrs. Harry M)
Secretary

By: (Mrs.) G. T. Hamilton
Executive Director

COPY

NATIONAL URBAN LEAGUE, INC.
14 East 48th Street
New York 17, New York

Air Mail-Special

March 23, 1960

Dear Mr. Blayton:

I am writing regretfully to inform you of decisive action taken with respect to the Atlanta Urban League by the Board of Trustees of the National Urban League at its regular meeting on March 17th. The Board received the report of the joint committee formed by its own representatives with representatives of the Atlanta Urban League. It discussed the facts reviewed in that meeting and materials presented in our own Board meeting, and reaffirmed its complete dissatisfaction with existing relationships of the National Urban League with its Atlanta affiliate. There were no abstentions from the Board's unanimous vote - which was that unless corrective steps are taken by the Board of the Atlanta Urban League disaffiliation of the Atlanta Urban League will become effective sixty days from the date of our meeting.

Included in our Board's consideration was your telegram of March 15th, in which you requested that a memorandum approved by your Board of Directors on January 18th become a part of the record of the joint committee. The memorandum itself was read at the meeting.

In this connection, note should be taken of the fact that although your telegram refers to March 14th as the date of your receipt of the minutes of the joint committee meeting of February 29th these were actually delivered to your office personally by our Southern Field Director on March 10th. Additional copies were provided at that time for members of your committee.

Those minutes carried in full the National Board's statement of position made by our Legal Counsel, Mr. Carter. The factual matters contained in our Board's statement were not affected in the discussion.

Our Trustees, therefore, found themselves in agreement on the following points:

1) For a long period of years, and especially during the past five years, the administration of the Atlanta Urban League has been uncooperative, evasive and, at times, hostile toward the National Urban League, including our Southern Field Office in Atlanta;

2) These relationships have not been corrected by the Board of the Atlanta Urban League, though they have been called to the attention of the Atlanta officers;

3) The Atlanta Urban League Board has taken no steps to correct the impression publicly disseminated by the Community Chest of Atlanta to the effect that the Atlanta Urban League "does not follow National Urban League policies and does not support the National Urban League financially," but does subscribe to "programs and policies entirely consistent with the customs, laws and traditions of Georgia."

4) In light of this dual failure of its administration and Board, the Atlanta Urban League has failed to conform with the obligations accepted in the Terms of Affiliation and has likewise failed to represent the best interests of the Urban League movement.

It must be very clear to your Board that the Trustees of the National Urban League have arrived at their decision with great reluctance -- a reluctance increased by the importance of Atlanta in the total national, and especially the southern, situation. The decision regarding disaffiliation was made as a very undesirable alternative and the action will be taken not only regretfully but with extreme displeasure.

Our assumption is that our own reluctance to take this drastic step is reflected in your Board's desire to avoid it. We shall, therefore, expect early word from your Board as to steps that it will take to remedy the situation outlined above.

Very truly yours,

Theodore W. Kheel,
President,
National Urban League

Mr. J. B. Blayton, President
Atlanta Urban League
205 Auburn Avenue, N. E.
Atlanta, Georgia

April 5, 1960

MINUTES: Special Board Meeting - Atlanta Urban League Board

ATTENDANCE: Mr. Blayton, presiding; Messrs. Boyte, Brooks, Hammer, Henderson, Hill, Jett, Sanders, Shulhafer, Walden; Miss Bullard; Mesdames Curry, Gershon, Pauley, Selvage, Thomas and Wilson

STAFF: Mrs. Hamilton, Mrs. Brisbane and Mr. Thompson

: : :

The chairman stated that the purpose of the meeting was to consider and act upon a report of the "special committee"-as expanded, appointed to make recommendations as a result of the March 23rd letter from Mr. Kheel, President of the National Urban League.

Mr. Hammer reported for the committee. He stated that the committee included the following personnel: Messrs. Blayton, Hammer, Hill, Walden; Mrs. Pauley. Dr. Richardson was absent. Mr. Puryear was present upon invitation of the chairman. The committee met on March 31st.

The committee's statement was read and following discussion was unanimously approved after amendment of the second paragraph under point number five. The statement as approved is attached.

The chairman requested Mr. Hammer to draft a letter in which the statement would be incorporated and asked that it be promptly dispatched.

The chairman appointed the following committees with the request that each group designate its own chairman. He said that he would be ex-officio to both groups and that Mr. Hammer had agreed to serve as consultant to both groups as needed.

Program Committee	Administration Committee
Miss Bullard	Mr. Boyte
Mr. Hill	Mr. Brooks
Mr. Jett	Mr. Cannon
Mr. Sanders	Mrs. Curry
Mrs. Selvage	Mrs. Gershon
Mrs. Thomas	Mrs. Foster
Mr. Walden	Mr. Henderson
Mrs. Wilson	Mrs. Pauley
	Mr. Shulhafer

Copies of "The Weltner Report" were distributed.

The meeting adjourned at 5:00 o'clock.

Respectfully submitted,

Rebecca M. Gershon (Mrs. Harry M.)
Secretary

By: (Mrs.) G. T. Hamilton
Executive Director

The Atlanta Urban League's Statement as unanimously adopted follows:

I. As far as the allegation of lack of cooperation with the National Urban League and its Southern Field Office in Atlanta is concerned, we wish to state that the Board's investigation into this item leads it to the conclusion that undoubtedly there have been some misunderstanding and perhaps personality differences on both sides of the equation. The Board is confident that these differences can with mutual good will be obviated in the future.

II. Proceeding on the basis that there is mutual desire for the continuation of affiliation, our Board suggests the desirability of both parties forgetting the past and seeing to it in the future that there should be no valid basis for the charge of lack of cooperation.

III. In pursuance of these objectives, we have established a special committee of the Board to do the following:

A. Review all administrative and procedural requirements called for in the Article of Affiliation;

B. Review the past performances of the administration of the Atlanta Urban League in these respects;

C. Recommend to the full Board any and all steps that should be taken to improve and strengthen the administrative relationship with the national and regional offices.

IV. We have authorized and directed this special committee to request and utilize the assistance of the appropriate staff and resources of the National Urban League including its Southern Field Office, as well as such outside assistance as may be deemed desirable and helpful.

V. The Atlanta Urban League sincerely regrets the mistaken interpretations which have been described as prevailing concerning the Atlanta Urban League. It disclaims the interpretations cited. While it may not always be able to challenge other persons' interpretations of its purpose and functions, it agrees that it has responsibility to create in the public's mind an appropriate "image" of the Atlanta Urban League, its purpose and program as an affiliate of the national organization.

With respect to the specific point concerning the editorial that appeared in The Atlanta Journal, dated October 13, 1959, this editorial was duplicated by our office at the request of the Community Chest. However, it was not circulated except to our Board which specifically prohibited its further distribution and use.

VI. We are fully in accord with the importance of the national projects of the National Urban League. The Atlanta Urban League's Board has adopted a policy of full support of such projects and assures the National Urban League that it will participate as fully as possible.

4/5/60

For your information!

Grace Towns Hamilton

ATLANTA URBAN LEAGUE
ATLANTA, GEORGIA

THE ATLANTA URBAN LEAGUE

Over Thirty-Five Years of Preventive Social Service

[illegible] 229 AUBURN AVENUE, N. E. ATLANTA 3, GEORGIA

April 6, 1960

Dear Mr. Kheel:

This will reply to your letter of March 23, 1960, addressed to me as Chairman of the Board of Directors of the Atlanta Urban League and covering the following main points.

1. The notice that the Board of Trustees of the National Urban League at its regular meeting on March 17 voted to disaffiliate the Atlanta Urban League within 60 days unless "corrective steps" are taken by Atlanta;

2. A listing of the administrative and program matters on which the National Board agreed that Atlanta had failed; and

3. Your statement that the National Board expects early word from Atlanta as to steps it will take to remedy the situation.

We note also the "great reluctance" with which your Trustees arrived at their decision. We deeply appreciate their feelings and would like to corroborate the sense of "extreme displeasure" that would accompany the act of disaffiliation if it could not be avoided. The event would be little short of tragic in these perilous times when men of good will should be working together, not against one another.

The Board of Directors of the Atlanta Urban League has had two prolonged meetings since receiving your letter and three special sub-committee meetings have been held to think through the charges of the National Board and to prepare recommendations for our local Board as to the steps that should be taken. Yesterday, April 5, 1960, our Board held the second of its two meetings on this subject, considered the report and recommendations of its sub-committee and adopted a statement for immediate dispatch for the National office.

In any solution of the problems at hand, the Board recognizes the need for the closest possible working together between local board and staff people and representatives of the National Board and staff. The answers cannot be arrived at by long distance. We need the help of National in these matters and we sincerely hope that you will be able and willing to work with us in concrete situations in the immediate future.

BEST COPY AVAILABLE

The statement unanimously adopted yesterday by the Atlanta Board referred specifically to your letter of March 23 which summarized the Trustees' position. It reads as follows:

I. As far as the allegation of lack of cooperation with the National Urban League and its Southern Field Office in Atlanta is concerned, we wish to state that the Board's investigation into this item leads it to the conclusion that undoubtedly there have been some misunderstanding and perhaps personality differences on both sides of the equation. The Board is confident that these differences can with mutual goodwill be obviated in the future.

II. Proceeding on the basis that there is mutual desire for the continuation of affiliation, our Board suggests the desirability of both parties forgetting the past and seeing to it in the future that there should be no valid basis for the charge of lack of cooperation.

III. In pursuance of these objectives, we have established a special committee of the Board to do the following:

A. Review all administrative and procedural requirements called for in the Article of Affiliation;

B. Review the past performances of the administration of the Atlanta Urban League in these respects;

C. Recommend to the full Board any and all steps that should be taken to improve and strengthen the administrative relationship with the national and regional offices.

IV. We have authorized and directed this special committee to request and utilize the assistance of the appropriate staff and resources of the National Urban League including its Southern Field office, as well as such outside assistance as may be deemed desirable and helpful.

V. The Atlanta Urban League sincerely regrets the mistaken interpretations which have been described as prevailing concerning the Atlanta Urban League. It disclaims the interpretations cited. While it may not always be able to challenge other persons' interpretations of its purpose and functions, it agrees that it has responsibility to create in the public's mind an appropriate "image" of the Atlanta Urban League, its purpose and program as an affiliate of the national organization.

With respect to the specific point concerning an editorial that appeared in The Atlanta Journal, dated October 13, 1959, this editorial was duplicated by our office at the request of the Community Chest. However, it was not circulated except to our Board which specifically prohibited its further distribution and use.

BEST COPY AVAILABLE

VI. We are fully in accord with the importance of the national projects of the National Urban League. The Atlanta Urban League's Board has adopted a policy of full support of such projects and assures the National Urban League that it will participate as fully as possible.

Let me reiterate the Atlanta Board's strong desire to have the benefit of assistance from the National Board and staff in getting at the roots of administrative differences and in re-evaluating the local program. More specifically, the Board has directed me to issue to you and Mr. Granger a warm and urgent invitation to come to Atlanta at the earliest possible opportunity to meet with us and systematically consider the steps that would lead us to a high level of continuing rapport.

We do not in the slightest minimize the dangers and difficulties of our situation, but we are confident that with your help we can solve the problems at hand. You can be assured of our earnest desire to do so and of our continuing faith in the wisdom and good will of the Trustees.

Sincerely yours,

J. B. Blayton, Sr.
President

Mr. Theodore W. Kheel
477 Madison Avenue
New York 22, New York

cc: Mr. Lester Granger
JBB:mm

BEST COPY AVAILABLE

April 7, 1960

MEMORANDUM:

To: The Board of Directors

From: Grace T. Hamilton

Re: "TIMELESS"- Memberships and Contributions

: : : :

The Fortieth Anniversary Report of the Atlanta Urban League is now being distributed. Memberships, new and renewals and/or contributions are coming in.

All Board members may wish to use the REPORT in their efforts to secure for the Atlanta Urban League, new members or contributors. Please send to the office lists of persons to whom you wish it sent. Lists will be checked with present contributors before mailing. We hope to complete the mailing during April so we will appreciate your lists as soon as it is possible for you to send them.

THANK YOU! !

A REMINDER

THE BUDGET PANEL OF THE COMMUNITY CHEST WILL VISIT THE ATLANTA URBAN LEAGUE AT 3:15 P. M. - WEDNESDAY, APRIL 13th. BOARD MEMBERS ARE URGED TO BE PRESENT. THANKS AGAIN! !

THE ATLANTA URBAN LEAGUE

Over Thirty-Five Years of Preventive Social Service

JACKSON 1-2355 • 239 AUBURN AVENUE, N. E. • ATLANTA 3, GEORGIA

Rec'd 4/22/60

April 21, 1960

MEMORANDUM:

To: Members of the Board of Directors

From: J. B. Blayton, Sr., Chairman
(Mrs.) G. T. Hamilton, Executive

Re: Regular April Meeting

: : :

The Board of Directors of the Atlanta Urban League will meet on Thursday, April 28, at 3:30 o'clock in the office, 239 Auburn Avenue, Suite 400.

The agenda will include action upon the report of the Nominating Committee and discussion and action upon a report of the Hospital Services sub-committee.

A report on memberships and contributions for 1960, through April will be presented, and Board members are reminded to send in or bring to the meeting lists of persons to whom they wish the Fortieth Anniversary Report sent.

Members of the Board will be glad to know that Mrs. Myrtle Mickens, Office Manager and Membership Secretary of the Atlanta Urban League was chosen "Secretary of the Year" by the evaluating committee of the Atlanta Secretarial League. The announcement was made at the annual meeting of the Secretarial League on April 20, at which time Miss Roberta Church, Minority Groups Representative of the U. S. Department of Labor was the guest speaker.

THE ATLANTA URBAN LEAGUE

Over Thirty-Five Years of Preventive Social Service

JACKSON 1-2355 • 239 AUBURN AVENUE, N. E. • ATLANTA 3, GEORGIA

FOR YOUR INFORMATION

April 6, 1960

Dear Mrs. Bowen:

Thank you for the copy of your letter of March 23, regarding procedures used in employment of census supervisors in Atlanta.

The Atlanta Urban League fully supports the principle which you state so exactly, namely, that in the pursuit of "full economic opportunity", Negroes must be encouraged to use the same procedures and meet the same requirements as others, particularly when employment is sought from the Federal Government.

In accordance with this principle, the Atlanta Urban League cooperated in the following ways to encourage Negro employment in the census enumeration: (1) distributed information widely about the availability of announced positions; (2) distributed appropriate application forms upon request; and (3) referred persons to the District Census office described in public announcements as the place for applications. It is our conviction that the administration of application and employment procedures for any Federal employment is the proper function of the governmental agency involved. We interpret the legitimate role of voluntary agencies, concerned with non-discriminatory employment, to be the encouragement of qualified applicants in use of common procedures and the support of non-discriminatory consideration of all applications by the agency involved.

We share your regret that some persons who followed the common procedure were apparently penalized in favor of others who used the "special arrangement". Your forthright letter may serve to prevent repetition of such experience in the future.

With cordial good wishes,

Sincerely yours,

(Mrs.) G. T. Hamilton
Executive Director

Mrs. Margaret D. Bowen
1197 Fountain Drive, S. W.
Atlanta 14, Georgia

FOR YOUR INFORMATION

C
O
P
Y

April 4, 1960

To the Board of Education and Superintendents
City of Atlanta and Fulton County
Atlanta, Georgia

Dear Sirs:

The Atlanta Urban League has had a long and continuous interest in employment opportunities for Negroes in our community, because of the relevance of this employment to the continued economic developments of the Metropolitan Atlanta area. We are especially concerned about disadvantages confronting Negro youth resulting from limitations in vocational training opportunities available to them through the schools under your joint jurisdiction.

We realize that the expanding economy of Metropolitan Atlanta does, and will increasingly require efficient preparation for use of its total manpower potential. We believe that this necessitates full opportunity for training of all youths for the occupations needed by the economy. We believe that expanded guidance, counseling and placement services related to, and coordinated with vocational training centers is essential; and that the administrative and teaching personnel in vocational training centers must be fully equipped and especially prepared.

The nation is already experiencing major shortages in the skilled components of the labor force. The Atlanta Metropolitan Area shares these shortages. The U. S. Department of Labor points out that employment in skilled craft occupations must rise by one-fourth in order to meet anticipated demands by 1965. Auto and airplane mechanics, pattern makers, plumbers, pipe fitters, cement and concrete masons, brick layers, sheet metal workers, electricians and skilled office workers, are among the specific occupations in which growth should be high.

We are especially concerned about the disparity between curricula offerings at the Carver Vocational School and the Smith Hughes Vocational School.

From the information available to us we are unable to discover a trade and industry curriculum at Carver such as is available at Smith Hughes. We invite your attention to a comparison of the offerings at these institutions under your jurisdiction.

We solicit your attention to these obvious gaps, and request your advice about ways in which they may be remedied. We offer such assistance as you may regard as useful.

Very truly yours,

J. B. Blayton, Sr., Chairman
Board of Directors

Special Committee
J. R. Henderson, Chairman
R. L. Counsins
A. V. Jett

C
O
P
Y

March 23, 1960

The National Urban League
14 East 48th Street
New York, New York

Dear Sirs:

It was discouraging to discover the Southern Division of the National Urban League sponsoring and staffing a "jim-crow" office for the Census in Atlanta and "screening" Negro candidates for supervisory positions. This disillusioning information came to me as the result of a personal experience.

Following an announcement by the District office of the Census, that applications were being accepted for Crew Leader positions, I applied, was interviewed and tested at the Atlanta District office for the only position of interest to me. I was told that I would be notified with regard to the result of my application. I learned subsequently, that other Negro applicants were being interviewed and tested by the National Urban League staff at places of their designation. After several weeks and several calls to the District office to inquire about the results of my application, I received a call from the Director of the National Urban League's Southern office asking me to "do something for him" and to "accept a job as an enumerator." He stated further that although I "was the first Negro to pass the Crew Leaders" test at the District office, that all such positions had now been filled." According to the announcement from the census district office at the time of my application, 42 crew leader positions were available in the Metropolitan Atlanta area. According to an announcement in March 20th Atlanta Daily World, only six Negroes have been employed for these positions, out of a metropolitan population which is approximately one third Negro.

This experience seems to me to violate the oft repeated statement that the National Urban League seeks full opportunity for Negro Americans. Most organizations with this objective, stress and encourage practices to increase understanding that full opportunity involves full application of a single standard of competence and the use by Negroes of the same procedures under the same circumstances as required of others in job applications. This principle is axiomatic with regard to Federal employment.

This letter comes not because of the importance of the job to me but because of the realization that others may have been similarly penalized to whom it was more important. It seems especially regrettable that the National Urban League through its involvement in a segregated operation for a branch of the Federal government has effectively removed itself from a position to be helpful in correcting the disproportionately limited employment of Negroes in supervisory positions for the census in this district.

Very truly yours,

Mrs. J. W. E. Bowen
1197 Fountain Drive, S. W.
Atlanta, Georgia

JWEB:lec
cc: Southern Office, National Urban League
Atlanta Urban League
Director of the Census
President's Committee on Government Employment Policy

Community Chest news

PUBLISHED BY METROPOLITAN ATLANTA COMMUNITY SERVICES, INC. 167 WALTON STREET, N. W., P. O. BOX 1038, ATLANTA 1, GEORGIA

Newsletter - April 28, 1960

Responsibility for community-wide social welfare planning is slated to be separated from the Community Chest and vested in a new organization to be called the Community Council of the Atlanta Area, Inc. Action is the result of an intensive nine-week survey, begun in February, by a Chest study committee. Chairman Arthur Howell guided the committee's thorough, quick-paced look at the problems of social welfare planning. The Committee recommended that an independent organization be established, separate from the Chest but partially supported by it. Community Chest Directors approved the committee's report on April 21 and authorized President Joseph K. Heyman to call a meeting of the Delegate Assembly next Monday (May 2) to vote on admitting the new Community Council to membership and to elect 21 citizens to serve on the initial board of directors. Since present Chest by-laws include a community-wide Planning Division, the Chest Board will ask the Delegate Assembly to approve revisions setting up within the Chest an Agency Relations Division to co-ordinate the services of member agencies. Members of the present Planning Division Steering Board will be asked to continue as the initial Steering Board of this division. In reporting to Chest directors, Mr. Howell said there is a greater public awareness of the problems of social welfare than ever before and cited The Atlanta Journal's recent series of feature stories by Gordon Roberts for stimulating public interest.

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Another agency expected to seek membership in the Delegate Assembly is the newly organized Cobb County Family Aid Association, Inc. formed by the merger of five Community Chest welfare agencies now serving the people of Cobb County. Agencies involved are the Austell Welfare Fund, the Marietta Welfare Fund, the Smyrna Welfare Fund, the Clothes Rack and the Junior Welfare League's Welfare Fund. The new organization will result in better coordination of services to all Cobb Countians. Plans for the merger have been in the works for the past seven months spearheaded by a three-man committee appointed by the Community Chest Cobb County District Association.

******

The Community Chest Budget Committee has received preliminary requests for 1961 operating funds totalling $2,611,896, Budget Chairman Harry Baxter reports. He adds that members of his committee are holding a series of meetings this week and next to determine what economies can be effected. The Budget Committee will recommend how many dollars the Chest and its member agencies need to the Chest Board of Directors on May 19.

April 21, 1960

MINUTES: BOARD OF DIRECTORS - ATLANTA URBAN LEAGUE

ATTENDANCE: Dr. Clement presiding in the absence of the Chairman; Messrs. Brooks, Cannon, Cousins, Henderson and Hill; Miss Bullard, Mmes. Curry, Gershon, Pauley, Selvage and Thomas

STAFF: Mrs. Hamilton, Mrs. Brisbane, Mr. Thompson, Mrs. Mickens, Mr. Henry Pace (Field Work Student)

# # # # #

The meeting of the Board convened at 3:30 o'clock with Dr. Clement presiding. The minutes of the previous meeting were approved by common consent.

REPORT OF NOMINATING COMMITTEE

The Committee's report was presented by Mrs. Curry in the absence of the Chairman, Dr. Richardson. Upon motion by Mrs. Curry, the report was unanimously approved and the following Board Members whose terms had expired were re-elected: Mr. Abrams, Mrs. Gershon, Mr. Hammer, Mr. Shulhafer, Mr. Walden and Mrs. Wilson.

The following persons who had indicated to the Committee their willingness to become members of the Board if elected, were elected: Rev. E. R. Searcy and Mrs. Walter Paschall.

Re-elected as "Associate Members" were Mr. Harold Fleming, Mr. Edward Kahn, and Mrs. M. M. Yates. ("Associate Board Members" are persons serving in an executive staff position with other agencies who are elected annually and who have the privileges of voice and vote as do other members of the Board.)

The Nominating Committee suggested that Mr. Lester Persells, former Board member who has returned to the city, be invited to rejoin the Board.

FINANCIAL REPORT

A financial report covering the first third of the year was distributed for Board information. (Copy attached) Mrs. Mickens reported upon the source of contributions to date. The amount of $300.00 has come from two individuals who had not contributed previously, and $100.00 from organizations which are regular supporters. The FORTIETH ANNIVERSARY REPORT is producing renewals and some new contributions. Members of the Board were requested to continue their cooperation by sending in lists of potential contributors to whom TIMELESS may be sent.

VOCATIONAL EDUCATION

Mr. Cousins reported the following developments:
The report of the Governor's Conference on Education recommends the establishment of a state residential post high school trade school for Negroes. Two such schools are in operation for white students in the state. State funds are available for instructional purposes and for equipment, but not for purchase of land. Metropolitan Atlanta is considered a desirable location for such a school because it is the most industrialized center in the state.

He mentioned that Carver School which has become a "community high school", rather than a vocational school should be re-converted into a vocational school offering high school curricula for grades eight, nine and ten, with vocational curricula in grades eleven and twelve. He suggested that the Board's concern about Carver should be expressed again after the new Atlanta Superintendent assumes office.

Mr. Clement suggested that this Board's committee appear before the Board of Education after the Superintendent arrives, and request an opportunity to discuss the needed changes.

Mr. Cousins suggested that conferences should be sought with the State School Superintendent and with the State Director of Vocational Education to express the interest of Negro citizens groups in the development of a state vocational school in the Atlanta area.

Mrs. Hamilton agreed to secure copies of the report of the Governor's Conference on Education for Mr. Henderson's committee.

Mr. Hill asked to read a prepared statement and a file of correspondence.

Dr. Clement suggested that the statement be read, but since it was an unscheduled agenda item, that discussion be deferred.

Upon motion by Mr. Henderson, it was voted that Mr. Hill's material be included in the minutes. (Copies of Mr. Hill's statement and correspondence, prepared by Mr. Hill are attached.)

Respectfully submitted,

J. B. BLAYTON, CHAIRMAN

Rebecca M. Gershon, (Mrs. Harry M.)
Secretary

By: (Mrs.)G. T. Hamilton
Executive Director

Enclosures - 4

FOR BOARD INFORMATION

FINANCIAL REPORT FOR FIRST THIRD OF THE YEAR

January 1, 1960 - April 30, 1960

INCOME	Budget Fiscal Yr. 1960	Budget 1/3 Fiscal Yr. 1960	Actual First 1/3 1960	Over or Under Budget	Same Period Last Year. 1959
Community Chest	$29,000.00	$ 9,667.00	$ 9,672.00	$ 5.00	$ 9,180.00
Donations & Gifts	3,300.00	1,100.00	1,400.00	300.00	1,000.00
City of Atlanta	1,000.00	1,000.00	1,000.00		1,000.00
Memberships	1,500.00	500.00	595.29	95.29	408.00
TOTAL	34,800.00	11,600.00	12,667.29	400.29	11,588.00
EXPENDITURES					
Salaries and Wages	27,296.00	9,098.63	8,168.64	829.99	8,346.56
Institutional and Office	6,804.00	2,268.00	2,616.83	348.83	2,218.53
Educational	700.00	233.00	685.60	452.60	82.74
TOTAL	34,800.00	11,599.63	11,471.07	1,631.42	10,647.83

Balance to be raised during 1960 in memberships and contributions is $2,815.00.

To: Members Of The Board of Directors, Atlanta Urban League

From: Jesse Hill, Jr., A Fellow Board Member, A Member Of The Board's Special Committee On Mr. Kheel's Letter, and Coordinator Of The General Citizens Committee

In order to conserve your time, please permit me to read a prepared statement on the memorandum relative to the Atlanta Census procedure as sent to us by Mrs. Hamilton, our Executive Director. I wish for this statement to be a part of our minutes, and if time permits, I wish for Mrs. Gershon our board secretary to read to the board a copy of Mr. Granger's reply to Mrs. Bowen's letter.

As coordinator of the General Citizens Committee on Employment and Economic Opportunity, I must say that we consider this action an unfair attack on our committee since this census program was our project with the Southern Field Division providing professional assistance at our request.

However, the gravity and seriousness of this action quite aside from Mrs. Margaret Davis Bowen's complaint and the Citizens Committee reaction is the question of our director giving support to a direct attack upon the National Urban League during our present crisis.

As a member of the board's committee, made up of Mr. Hamner, Mr. Walden, Mrs. Pauley and Mr. Blayton that spent long hours studying and attempting to draft a reply to Mr. Kheel's letter concerning the preservation of our affiliation, this action strikes me as a directly opposing effort whether intentional or unintentional and likely to seriously hamper our efforts in this regard.

The executive director's action completely violates the spirit of cooperation as promulgated by the board at its last meeting and appears to be in complete defiance of the spirit of the board's official reply to the National Urban League.

For your information and clarification, I have attached a copy of Mr. Granger's reply to Mrs. Bowen and other materials concerning the Atlanta Census procedure. It might be well to point out that our committee received the complete cooperation of Dr. Archibald Carey's Committee, and I personally called Dr. Carey to enlist his support.

It is unfortunate that the executive director did not see fit to ascertain the facts from the Citizens Committee or the Southern Field Office before taking such action.

COPY COPY

GENERAL CITIZENS COMMITTEE ON EMPLOYMENT
AND ECONOMIC OPPORTUNITY

April 4, 1960

Mr. E. M. Martin, Chairman
General Citizens Committee on
Employment and Economic Opportunity
Atlanta Life Insurance Company
148 Auburn Avenue, N. E.
Atlanta 3, Georgia

Dear Mr. Martin:

I am enclosing two pieces of correspondence that, I believe, require your attention as Chairman of the General Citizens Committee on Employment and Economic Opportunity.

When I sent Mr. Granger a copy of the Report I prepared for Committee members, I sent along a cover letter which explained the events referred to in Mrs. Bowen's letter. Since I was not expecting her to write such a letter, I did not mention her name in my letter or the Report. I have shared a copy of this letter with you.

It is Mr. Granger's feeling, and I share it with him, that this is a matter that should be brought to the Committee's attention. We feel that it is important for her to know that, as consultants to the Committee, we have conferred with you very often and that this office has kept you well informed. She should also know that Mr. Hill and Mr. Williamson have worked right along with us.

We regret that Mrs. Bowen did not see fit to talk with members of the Committee before writing such a letter.

Sincerely yours,

/s/ M. T. PURYEAR

M. T. Puryear
Consultant to the Committee

MTP:MW
Encs. 2
cc: Mr. Jesse Hill
Mr. Q. V. Williamson
Mr. Lester B. Granger
Mr. Clarence D. Coleman

COPY COPY

NATIONAL URBAN LEAGUE, INC.
14 East 48th Street
New York 17, N. Y.

March
Thirty-first
1960

Dear Mrs. Bowen:

This is in response to your communication of March 23rd, in which you charge the Southern Field Division of the National Urban League with "sponsoring and staffing a 'jim-crow' office for the Census in Atlanta and 'screening' Negro candidates for supervisory positions."

Since the communication was addressed, also, to the Atlanta Urban League, the Director of the Census and the President's Committee on Government Employment Policy, I assume that it is not so much a letter to the National Urban League as it is an open statement written with the desire to condemn.

I am at a loss to understand why you should make charges so easily disproved by the record, especially since an inquiry to our Southern Field Division would have given you the real facts immediately. The fact is that our Southern Field Division began working months ago to make sure that there would be no racial discrimination or segregation in the selection and training of census supervisors and enumerators in the metropolitan Atlanta area. This effort has been successful. The figures show encouraging progress. For the 1950 Census, two Negro supervisors and forty enumerators were employed in the metropolitan Atlanta area; for the 1960 Census, six Negro supervisors and 130 enumerators have already been employed. Further, all of the employment was done at the District Office and supervisors were trained there on an integrated basis -- each supervisor being responsible for the subsequent training of his or her crew.

This success was due partly to the initiative and assiduity of Messrs. Puryear and Coleman of our Southern Field Office, and partly to the strong backing which they received from the General Citizens Committee on Employment and Economic Opportunity and partly to the intelligence and cooperation of the Director of the District Census Office.

You know that those applicants who wished to take their tests at the District Office did so without racial distinction. Others who

preferred the Butler Street YMCA as being more convenient and involving no bus fare took their tests there - but this was on their own free choice. As result of these procedures, there were over 500 Negro applicants -- the largest number ever applying for Census posts -- and these were neither registered nor screened by our Southern Field Division. Our staff in that office were concerned only with making certain that all interested Negroes who had a chance of passing the test were informed of their opportunity and took advantage of it.

This is normal Urban League procedure -- to make sure the opening is there, and to urge people to qualify for it. There is nothing improper about this procedure. Nothing in it smacks of jim-crow or segregation. Your statement, therefore, is in sharp conflict with the actual facts.

Since the General Citizens Committee on Employment and Economic Opportunity, which is composed of some of the most distinguished Negro citizens of Atlanta, was involved in this operation from start to finish, I am certain that Mr. Martin and other officers would be happy to correct your misapprehensions, if any remain after your receipt of this letter.

Sincerely yours,

/s/ LESTER B. GRANGER

Lester B. Granger,
Executive Director.

Mrs. J. W. E. Bowen
1197 Fountain Drive, S. W.
Atlanta, Georgia

LBG/b

File Urban League

FOR YOUR INFORMATION

C
O
P
Y

cc to Jacquie Jd.

NATIONAL URBAN LEAGUE, INC.

14 East 48th Street, New York 17, New York

May
Ninth
1960

Mr. J. B. Blayton, President
Atlanta Urban League
239 Auburn Avenue, N. E.
Atlanta 3, Georgia

Dear Mr. Blayton:

Please accept my humble apologies for not answering your letter of April 5 sooner. Pressure of business and a rugged travel schedule have been at fault.

I have read your letter with a great deal of interest. My comments, transmitted to you through Mr. Puryear on Thursday, are herewith expanded.

1. The National Urban League will continue its efforts to maintain good will with the Atlanta Urban League, just as it has worked cooperatively with other local Urban Leagues which comprise the movement.

2. The National Urban League is willing to approach future relationships with the Atlanta Urban League on a basis of good faith, expecting that mutuality of interest and cooperation will obtain.

3. The National Urban League is pleased that a special committee of your Board has been established to review administrative and other aspects of the Atlanta Urban League. The National takes cognizance of the request for help from the Atlanta Urban League, and recommends that Atlanta utilize the facilities of the National Office to study the Atlanta Urban League with consideration given to such matters as Board composition, committee structure, program, relationships with other groups serving the Negro community, and other items which will serve to chart a course for a complete Urban League operation.

   This study would probe in depth some concerns of the Board Committee and would serve as a basis for future administrative and program designs.

Mr. Granger and I accept with thanks your kind invitation to come to Atlanta at our earliest convenience to consider steps that would strengthen relationships between the Atlanta Urban League and the National. Such a meeting will be arranged as soon as possible.

Sincerely yours,

/S/ Theodore W. Kheel, President

May 13, 1960

Dear Mickey:

Harold Fleming will attend the convention in Atlantic City. He is the best man for representation and all are most happy that he agreed to attend the convention. Thanks for your aid in his behalf.

ANOTHER SUGGESTION FOR A. V. C'S CONSIDERATION

In view of America's critical teacher shortage, the relatively low salaries paid teachers, both public and private, the large number of teachers who leave the classrooms annually for jobs in industry, and the tendency of the American people to "look down" on the teaching profession, it might be resolved by A. V. C., assembled in its Annual Convention in Atlantic City that ALL teachers in both private and public schools in America be exempted from paying Federal Income Tax, provided that such salaries paid to public and private school teachers do not exceed $10,000 per annum.

I hope that the fifty states would also adopt similar legislation in order to attract and hold its teachers on whose shoulders the future of America rests.

A. V. C., without great debate by its "king-makers" or studies, might pass and implement a resolution favoring the proposal above. The proposal also demonstrates again that A. V. C. is very definitely interested in both the present and future of America over and above the consideration granted Veterans.

I thank you for reporting my proposal to the convention and I wish you continued success.

Cordially yours,

Rah

R. A. Thompson

Mr. Mickey Levine, Chairman
American Veterans Committee
1830 Jefferson Place, N. W.
Washington, D. C.

cc: Johnny Glustrom - Harold Fleming
Les Persells - Harvey Michael

Nel Negro League

May 15, 1960

SPECIAL REPORT

RE: ENROLLMENT - CAPACITY OF PUBLIC SCHOOLS IN C AREAS* - ATLANTA, 1960

A recent analysis points to the possibility of economy and improved efficiency in the Atlanta School Department if transfers of Negro high school students are encouraged from over-crowded schools in the central part of the city to under-used schools in the same area. The "Atlanta Plan" for desegregation, beginning as it does at the high school level, should relieve present over-crowding in these high schools. The schools presently attended exclusively by white students are under-used, whereas, the schools attended exclusively by Negro students are operating above capacity.

Review of a recent report of the Atlanta-Fulton County Joint Planning Board prepared with the cooperation of the Atlanta School Department is the basis of the attached analysis.

The report - "SHALL WE REBUILD AGAIN" - covers a study area of thirteen square miles surrounding the heart of Atlanta. The area is described as "a veritable ring of blight which threatens to encircle the critical downtown area of Atlanta." It is estimated that 172,000 people, approximately one third of Atlanta's total population live here.

There are 40 public schools in this study area, thirty-three elementary and seven high schools. Twenty elementary and two high schools have exclusively Negro enrollment. In the five high schools of the area attended by white students, the enrollment is 1, 949 less than the capacity of school buildings.

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* Study Areas of Atlanta-Fulton County Joint Planning Board

The two high schools attended exclusively by Negro students have a combined enrollment which exceeds the capacity by 1,480. The over-crowding exists despite the fact that some Negro high school students who live within the study area attend high schools remote from their place of residence and outside the area of study.

The combined enrollment of the 20 elementary schools attended by Negro students exceeds by 1,306 the capacity of these schools. In contrast, the enrollment of the 13 elementary schools attended exclusively by white students is 378 less than capacity. The analysis suggests potential savings that can result from more efficient use of existing public schools serving this important part of the city. The Atlanta-Fulton County Joint Planning Board points out that this area, surrounding as it does the central business district, has "sizable effects on the economy of the entire south eastern region," and notes the importance of effective use of land and resources in this area to other social health and environmental factors in Metropolitan Atlanta.

ENROLLMENT AND CAPACITY OF PUBLIC SCHOOLS IN C-AREAS*

ATLANTA, 1960

STUDY AREA	WHITE				NEGRO			
	SCHOOL	DESIGN CAPACITY	ENROLLMENT	EXCESS**	SCHOOL	DESIGN CAPACITY	ENROLLMENT	EXCESS**
C - 1	—				Cooper St.	726	861	135
					Ga. Avenue	462	779	317
					Pryor St.	396	902	506
C - 2	Adair	594	424	-170	Crogman	990	998	8
					Gideon	495	654	159
C - 3	Lee Street	462	473	11	—			
	Peeples	528	612	84				
	Brown Hi.	1250	1218	-32				
C - 4	—				Oglethorpe	554	628	74
					Walker	561	652	91
					Washington	1700	2483	783
C - 5	—				English Av	924	1644	820
					Herndon	660	907	247
					Carter	726	1476	750
					Bethune	1023	672	-351
					Ware	759	1287	528

*Study Areas - Atlanta-Fulton County Planning Board- "SHALL WE REBUILD AGAIN- Atlanta Faces the Problem of Central Area Blight."

**EXCESS: Capacity over enrollment is — .

ENROLLMENT AND CAPACITY OF PUBLIC SCHOOLS IN C-AREAS - ATLANTA, 1960

STUDY AREA	WHITE				NEGRO			
	SCHOOL	DESIGN CAPACITY	ENROLLMENT	EXCESS**	SCHOOL	DESIGN CAPACITY	ENROLLMENT	EXCESS**
C - 6	Goldsmith	264	270	6	Craddock	924	750	-174
C - 7	Couch	495	359	-136	—			
	Fowler St.	528	479	- 49				
	Haygood	396	407	11				
	Home Park	495	485	- 10				
	O'Keefe Hi.	1523	1033	-490				
C - 8	Clark Howell	429	268	-161	—			
	Grady High	1525	1491	- 34				
C - 9	—				Forrest Ave.	462	886	424
					Hill	1056	1091	35
					North Ave.	429	666	237
C -10	—				Hope	528	722	194
					Butler	858	1224	366
					Howard Hi.	1300	1997	697
C -11	Cook	1122	990	-132	—			
C -12	Slaton	660	704	44	Johnson	957	1476	519
	Key	759	888	129	Stanton	528	594	66
	Hoke Smith High	1750	861	-889				
C -13	Jones	429	399	- 30	—			
	Roosevelt High	1550	1048	-502				

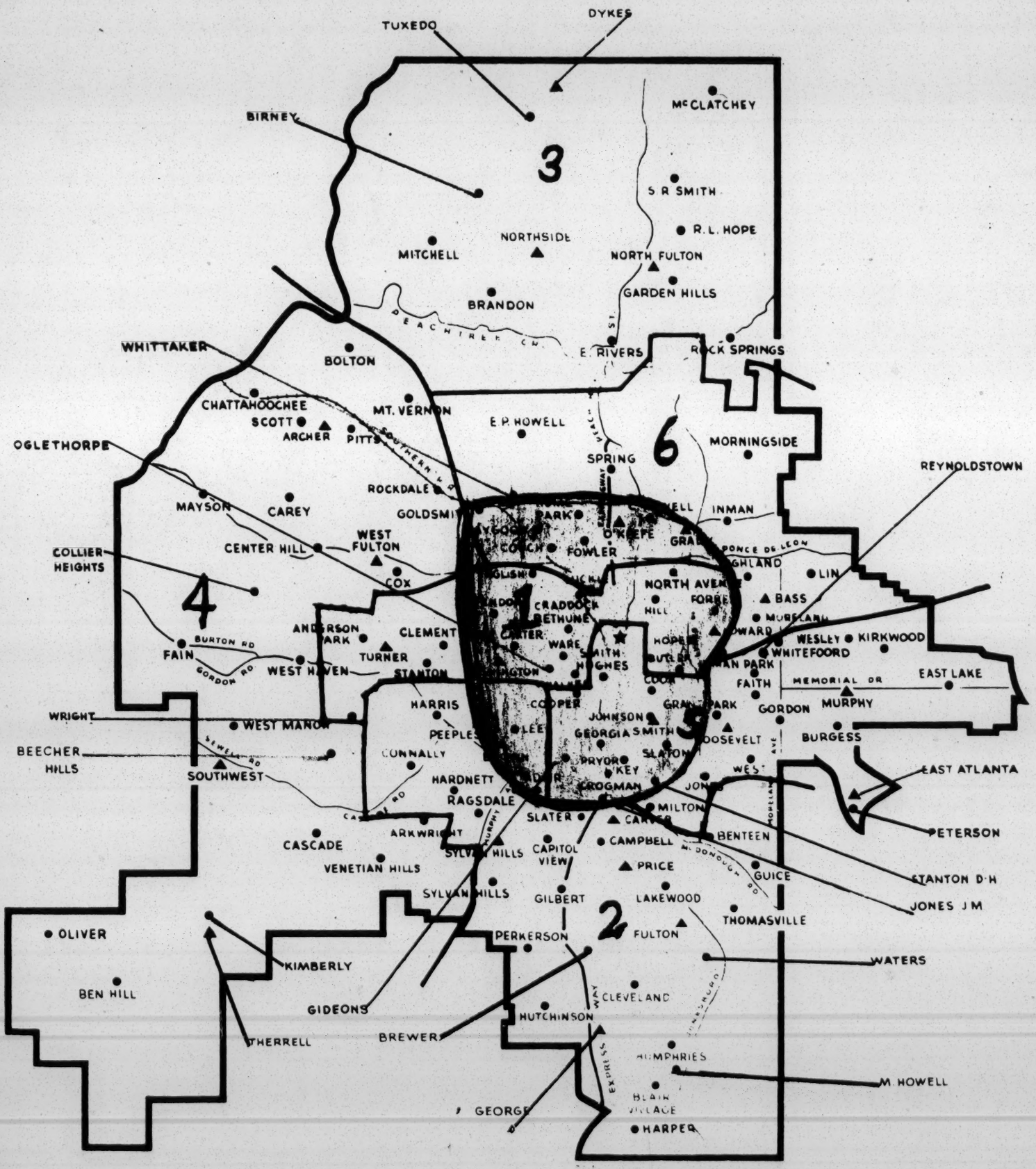
**EXCESS: Capacity over enrollment is - .

SUMMARY TABLE OF ENROLLMENT AND CAPACITY OF PUBLIC SCHOOLS
IN THIRTEEN C - AREAS, ATLANTA, GEORGIA, 1960

TYPE OF SCHOOL	NUMBER OF SCHOOLS			WHITE			NEGRO		
	TOTAL	WHITE	NEGRO	DESIGN CAPACITY	ENROLLMENT	EXCESS**	DESIGN CAPACITY	ENROLLMENT	EXCESS**
TOTAL	40	18	22	14759	12409	-2350	17018	23449	6431
ELEMENTARY	33	13	20	7161	6758	- 403	14018	18969	4951
HIGH	7	5	2	7598	5651	-1947	3000	4480	1480

**EXCESS: (Capacity over enrollment is -).

ATLANTA PUBLIC SCHOOLS



ELEMENTARY ●

HIGH ▲

THE ATLANTA URBAN LEAGUE

Over Thirty-Five Years of Preventive Social Service

JACKSON 1-2355 • 239 AUBURN AVENUE, N. E. • ATLANTA 3, GEORGIA

May 18, 1960

MEMORANDUM:

To: BOARD OF DIRECTORS

From: J. B. BLAYTON, CHAIRMAN
(MRS.) G. T. HAMILTON, EXECUTIVE DIRECTOR

Subj: MAY MEETING OF THE BOARD

: : : : :

The May meeting of the Board of Directors of the Atlanta Urban League will be held on Thursday, May 26, in the office of the Atlanta Urban League at 3:30 o'clock.

The agenda will include election of officers of the Board and appointment of chairmen of special committees. There will be consideration by the Board, of possible effective uses of the enclosed "SPECIAL REPORT" on Atlanta Public School Enrollment.

We hope that all members will be present.

: : : :

Enclosures: FOR YOUR INFORMATION

1. "Special Report"
2. Kheel Letter

ENROLLMENT AND CAPACITY OF PUBLIC SCHOOLS IN C-AREAS *

ATLANTA, 1960

AREA	WHITE					NEGRO		
	SCHOOL	DESIGN CAPACITY	ENROLLMENT	DIFFERENCE +/- **	SCHOOL	DESIGN CAPACITY	1959-1960 ENROLLMENT	TOTAL + / -
C - 1	---	---	---	---	Cooper Street	726	861	135
					Georgia Avenue	462	779	317
					Pryor Street	396	902	506
C - 2	Adair	594	424	-170	Crogman	990	998	8
					Gideon	495	654	159
C - 3	Lee St	462	473	11	———			
	Peeples	528	612	844				
	Brown Hi	1250	1218	-32				
C - 4	——				Oglethorpe	554	628	74
					Walker	561	652	91
					Washington High	1700	2483	783
C - 5	——				English Avenue	924	1644	820
					Herndon	660	907	247
					Carter	726	1476	750
					Bethune	1023	672	-351
					Ware	759	1287	528

* Study Areas - Atlanta-Fulton County Planning Board - "SHALL WE REBUILD AGAIN" Atlanta Faces the Problem of Central Area Blight.

** --Excess capacity over enrollment.

ENROLLMENT AND CAPACITY OF PUBLIC SCHOOLS IN C-AREAS - ATLANTA, 1960

AREA	WHITE SCHOOL	WHITE DESIGN CAPACITY	WHITE ENROLLMENT	WHITE DIFFERENCE ** + / -	NEGRO SCHOOL	NEGRO DESIGN CAPACITY	NEGRO 1959-1960 ENROLLMENT	NEGRO TOTAL + / -
C - 6	Goldsmith	264	270	6	Craddock	924	750	-174
C - 7	Couch	495	359	-136	...	...	...	---
	Fowler St.	528	479	- 49	---	---	---	---
	Haygood	396	407	11				
	Home Park	495	485	- 10				
	O'Keefe Hi.	1523	1033	-490				
C - 8	Clark Howell	429	268	-161				
	Grady Hi.	1525	1491	- 34	---	---	---	---
C - 9	---	---	---	---	Forrest Ave.	462	886	424
					Hill	1056	1091	35
					North Ave.	429	666	237
C -10	---	---	---	---	Hope	528	722	194
					Butler	858	1224	366
					Howard Hi.	1300	1997	697
C -11	Cook	1122	990	-132	---	---	---	---
C -12	Slaton	660	704	44	Johnson	957	1476	519
	Key	759	888	129	Stanton	528	594	66
	Hoke Smith High	1750	861	-889	---	---	---	---
C-13	Jones	429	399	- 30	---	---	---	---
	Roosevelt High	1550	1048	-502	---	---	---	---

** _ Excess capacity over enrollment.

SUMMARY TABLE OF ENROLLMENT AND CAPACITY OF PUBLIC SCHOOLS

IN THIRTEEN C-AREAS, ATLANTA, GEORGIA, 1960

TYPE OF SCHOOL	NUMBER OF SCHOOLS			WHITE			NEGRO		
	TOTAL	WHITE	NEGRO	DESIGN CAPACITY	ENROLL-MENT	DIFFERENCE **	DESIGN CAPACITY	ENROLL-MENT	DIFFERENCE
TOTAL	40	18	22	14759	12409	-2350	17018	23449	6431
ELEMENTARY	33	13	20	7161	6758	- 403	14018	18969	4951
HIGH	7	5	2	7598	5651	-1947	3000	4480	1480

** -- Excess capacity over enrollment.

A REMINDER:

THE SPECIAL MEETING WITH MR. THEODORE W. KHEEL, PRESIDENT OF THE NATIONAL URBAN LEAGUE BOARD OF TRUSTEES, WILL BE HELD ON JUNE 20, at 7:30 P. M., IN THE BOARD ROOM OF CITIZENS TRUST COMPANY'S WESTSIDE BANK BUILDING, 965 HUNTER STREET, N. W. ALL MEMBERS OF THE BOARD ARE ASKED TO MARK THEIR CALENDARS, AND PLAN TO ATTEND THIS IMPORTANT MEETING. (Air Condition Room! Parking space in the rear)

May 26, 1960

MINUTES: BOARD OF DIRECTORS - ATLANTA URBAN LEAGUE

ATTENDANCE: Mr. Brooks, Mr. Cannon, Dr. Clement, Mrs. Gershon, Mr. Henderson, Mr. Hill, Mrs. Pauley, Rev. Searcy, Mr. Shulhafer, Mrs. Thomas, Mr. Walden and Mrs. Yates

STAFF: Mrs. Hamilton, Mr. Thompson, Mrs. Brisbane and Mrs. Mickens

: : : :

The regular monthly meeting of the Board of Directors was held in the Conference Room of the Atlanta Urban League at 3:30 P. M., Thursday, May 26th. Mr. Henderson, Vice President, presided.

The meeting was called to order by the presiding officer. Dr. R. E. Clement offered prayer and the minutes of the previous meeting were adopted.

Welcome to New Member

Mr. Henderson extended a cordial welcome to Rev. Searcy on behalf of the Board. The Executive Director introduced other members of the Board. Mrs. Walter Paschall, another new member, had come in during the day but could not remain for the meeting because of a previous commitment.

Election of Officers

A motion was made by Mr. A. T. Walden which was duly seconded by Mr. Cannon that the same officers be re-elected for the ensuing year. The motion was unanimously approved.

Mr. Henderson called for nominations to fill the vacancy of vice president.

Mrs. Thomas nominated Mr. James O'Hear Sanders for this post. Dr. Clement moved that the nominations be closed. Mr. Sanders was unanimously elected vice president.

Mr. Henderson announced that Mr. Blayton had appointed the following chairmen of committees which were designated at the April 5th meeting:

Chairman - Program Committee - - Mr. James O'Hear Sanders
Chairman - Administration Committee - Mr. J. R. Henderson

The following persons had been suggested by Mr. Blayton for election as members of the Executive Committee (in addition to the officers of the Board): Mrs. Pauley, Mr. Hammer, Dr. Richardson and Mr. Walden.

Upon motion by Mr. Shulhafer, the persons proposed were duly elected.

Mr. Henderson asked Dr. Clement to serve on the Administration Committee and Rev. Searcy agreed to serve on the Program Committee. A list of the officers and Committees for 1959-1960 is attached.

Mrs. Hamilton reported a communication to the President of the Board from Mr. Harry Boyte, announcing his resignation from the Board because of imminent departure to take up residence in North Carolina. Members of the Board expressed regrets and asked Mrs. Hamilton to send a letter of appreciation to Mr. Boyte.

"Special Report"

Copies of a "Special Report on the Incidence of Juvenile Delinquency in C -Areas in Atlanta" were distributed. (Available upon request).Mrs. Hamilton stated, this report had been prepared for the information of the "Committee of Eleven" responsible for developing the program for "treatment of multi-problem areas of Atlanta." She reported that a letter regarding possible Atlanta Urban League relationship to the program had been sent to Dr. Weltner. The "Special Report on School Capacity and Enrollment" which was sent Board members with the meeting call, had been developed as a by-product, and the advice of the Board upon its use was requested.

In the discussion which followed, it was pointed out that release of this latter report with an Atlanta Urban League imprint might have detrimental effects upon League support; that the information included could be effectively used if it were made available without Atlanta Urban League imprint; that the consequences of release with League imprint should be weighed and that the agency should be prepared to accept any adverse consequences should they occur before releasing the information with agency imprint.

Motion was made by Dr. Clement which was duly seconded that the material be prepared without the Atlanta Urban League imprint and distribution be deferred until Board action in the June meeting. The motion was unanimously approved.

Mrs. Pauley offered to explore the possibility of distribution of the report and use by other community groups. She was asked to report findings in the June meeting.

Urban Renewal

Mr. Thompson reported recent developments in Urban Renewal. A non-profit corporation to acquire land in the Butler Renewal Area and to construct 221 multi-family rental units has been formed under the leadership of Wheat Street Baptist Church. The corporation will be known as Church Homes, Incorporated.

A similar corporation is in process of formation to acquire 22 acres of land in the University Renewal Area to be used for multi-family rental housing. The number of units in these two proposed developments is 1,048, and would be possible under the 5,500 allocation of 221 units approved for Atlanta. Mr. Thompson had been sent to Washington last week by the sponsors of Church Homes, Inc., in an effort to prevent the reduction of Atlanta's allocation, which is essential to the future of these projects. There were questions and discussion and Mr. Thompson was commended for the splendid program developments in housing. (Information sheets regarding these projects were distributed. Copies attached to absent members).

Mr. Henderson reported that he had received a telephone call from Mr. Kheel, directed to Mr. Blayton during the Chairman's absence from the city. Mr. Kheel requested a meeting with the Board on June 20th. It was agreed that the early evening would be most convenient for Board members, and Mr. Blayton will be asked to make arrangements for a comfortable place to accommodate the group, and to assure Mr. Kheel of the Board's anticipated pleasure in meeting with him.

Vocational Education

Mr. Henderson reported that he "sat in" on a meeting concerned with State Vocational Schools, and that the Atlanta Urban League's Committee on

Vocational Education, of which he is chairman, had been asked to develop a desirable curriculum for Carver Vocational School (Atlanta-Fulton County). He said that he expected to try to secure some competent consultants and ask his committee to consider this request.

Community Services

Mrs. Brisbane distributed copies of the annual newsletter of the Council of Neighborhood Organizations and the announcement of "Summer Program" of the South Atlanta Coordinating Committee, for the information of the Board. (Copies enclosed to absent members.)

There being no further business, the meeting was adjourned at 5:00 P. M.

Respectfully submitted,

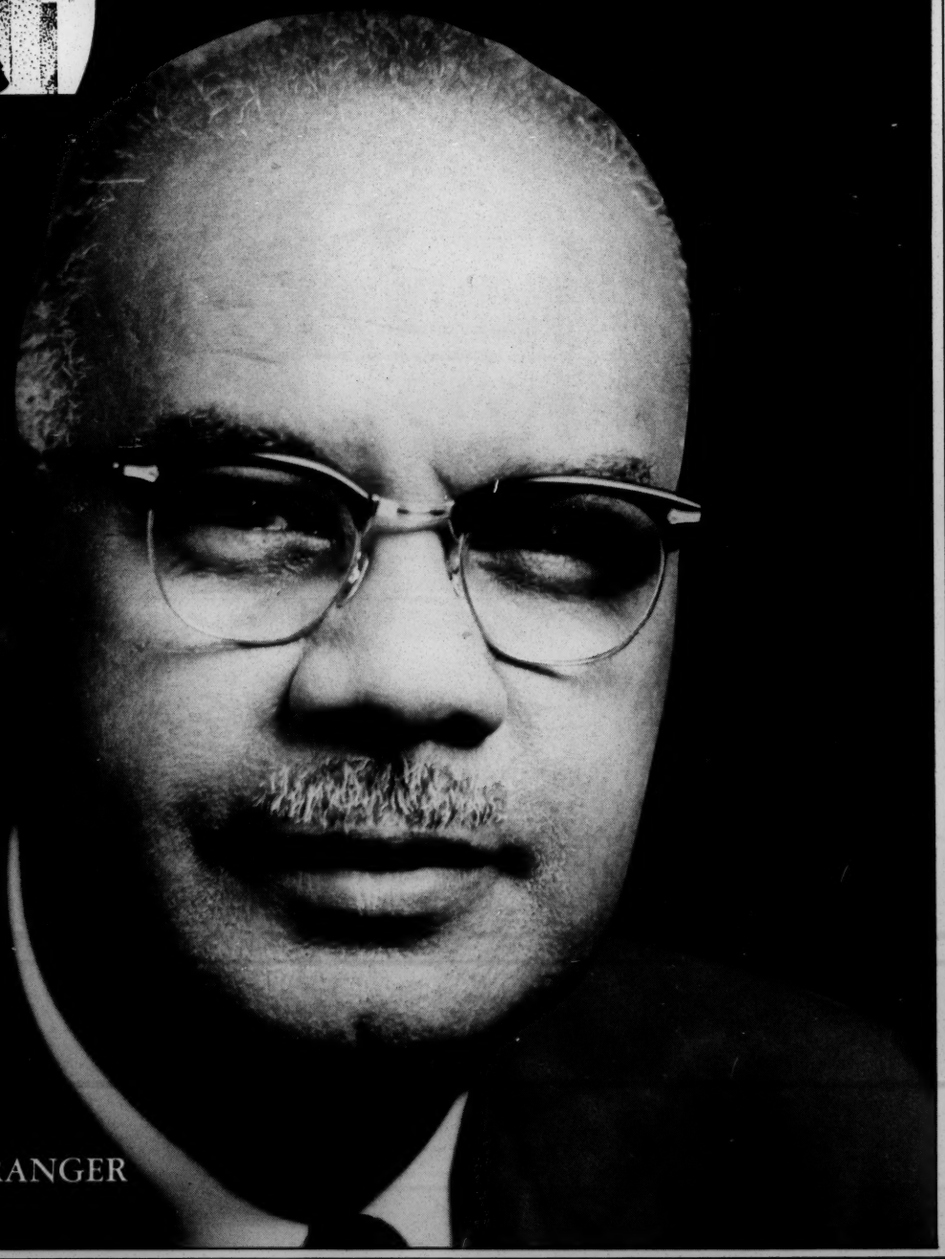
J. B. Blayton, Chairman

Rebecca M. Gershon (Mrs. Harry M.)
Secretary

By: (Mrs.) G. T. Hamilton

The Industrial

STATESMAN



URBAN LEAGUE'S GRANGER
"Kin to everybody."

thing in its pocket, so two hundred ninety-eight millions had to be put in the cookie jar for facilities and working capital. This left for the stockholders, who had provided the money in the beginning, one nickel out of each dollar.

It is begging the obvious to observe that few human beings in the whole land failed, in one way or another, to get something from GM's table, but that is the way the Free Enterprise ball bounces.

$90,000,000 Program

A supplier to the Nation's automobile industry for generations, the Goodyear Tire and Rubber Company of which Mr. Russell Deyoung is president, has announced a $90,000,000 expansion program for 1960.

Executives said that the company's expansion plan will affect both domestic and foreign operations. The program included construction of new production units while expanding and modernizing existent ones. They also noted at Akron, Ohio, that the prospectus would touch nearly every phase of Goodyear operations. The expenditures would bring the company's capital investment since 1955 to $440,000,000. Last year it spent $55,000,000 of an authorized $70,000,000.

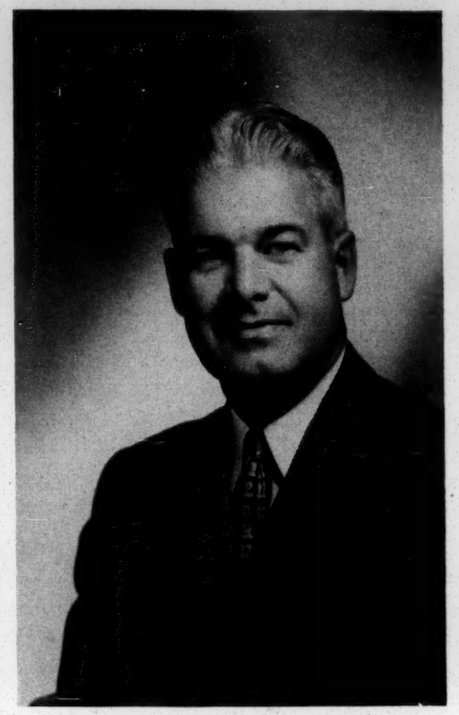
Faith. Mr. E. J. Thomas, chairman of the board at Goodyear said that the expansion undertakings, unequaled in the rubber industry, constituted clear evidence of company faith in 1960 developments.

Some 40 per cent of the tire and rubber company's business has reached into other fields besides tires. Among the areas of Goodyear diversification were missiles, rocketry, electronics and guidance systems.

Ghana Seeks Aid

Sir Tsibu Darku, chairman of the Ghana Cocoa Marketing Board has asked cocoa merchants to help his country market a record crop at a fair price level.

Sir Tsibu spoke on the floor of the New York Cocoa Exchange. The Ghana market leader said his country came to the aid of the chocolate industry several years ago when disease threatened the crop and forced prices higher. He disclosed that money had been spent to fell the affected trees and plant healthy ones. As a result of aid to chocolate producers several years ago, there was a record 291,000-ton crop in Ghana, Sir Tsibu said.

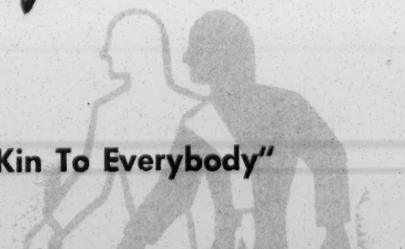


RUSSELL DEYOUNG
More expansion.

Re-sells. According to authoritative reports, Ghana continues to be the largest producer of cocoa and accounts for 29 per cent of the world's output. The United States is the largest consumer, using approximately 25 per cent of world production.

The newly established African nation has used a single-seller policy to dispose of its production. The marketing board, established as the sales arm of the government, usually buys the entire yield from Ghana farmers. It then re-sells the crop in world markets.

Sir Tsibu headed a delegation of cocoa producers which was scheduled to visit England, the United States and Brazil.



"Kin To Everybody"

One of the great voices of American Negro life, speaking when it was still safe to express a dissent, said that the mere securing of civil rights for that racial group would leave it much "like a three-legged dog in a whippet race," if economic security and general culture did not closely follow. In his philosophy, he pointed out, the right to own a house is basic; but the money with which to buy it is a "twin with the same heart-beat."

In 1910, with forty-seven years of mandate freedom behind, the American Negro was already making up his mind to get off the southern land. As yet, he had not decided where he was going, but he was fully convinced that he had to go somewhere.

Anxiety. The "where" was supplied by the upsweep of German ambition and the Ford motor company that was paying eight dollars a day in Detroit. The Negro decided that "north" was the direction, even if it did not then mean anything more than it was the opposite of "south." And so he "took off"—

It was into the yawning breach of anxiety, on the part of both white and Negro northerners, and complete lack of knowledge regarding urbanization, on the part of the in-migrants, that what is now the National Urban League was thrust. The famous "Niagara Movement," which was to blossom into the powerful NAACP, was already concerned with the Negro in-migrant's civil rights, but the new Urban League set out from the start to, figuratively, give him his "fourth leg" for the race.

From its very beginning, the League has never depended upon the efficacy of law. Rather, under the impact of the early Quaker influence to which it was exposed, it has placed its faith overwhelmingly in the power of reason. As a result, it has created the prerequisite climate in which hundreds of thousands of jobs, not open to Negroes in 1910, have been made possible.

Leadership. The League has been concerned with social action, to be sure; but only in the nature of finding irrefutable fact upon which to base its plea. It has also used the "tools" of employment counselling, vocational guidance and consumer education. However, perhaps its greatest contribution has been made in the area of leadership training; for the total acculturation of Negroes will have to depend, in its judgment, upon a knowledgeful leadership.

Collectively, the Urban League and its affiliates know more about the problems and opportunities of housing, as regards Negroes, than any other organization in the field. And, under the guidance of its sixty-three branches, "community organization," without which all in-migrants are lost, has taken on a new and unprecedented dimension in American Negro Life.

Because of the way in which it operates, the Urban League is often caught in the rip-tide of contending

forces. One of those times is now, when the American Negro is fighting an ideological war. Almost all of that group's strength is being directed toward battle, and the role of the peacemaker is hard.

Suspect. The League would be the last to disavow the fact that it is in this whole drive for full citizenship up to its arm-pits; but it just as steadfastly refuses to shoulder the common instruments of war. And while it is often suspect, it insists upon moving about its job clothed, as it were, in the "white" garb of interest in both sides.

This organization is not a mass membership movement. Its branches are in many United Funds and Community Chests. It raises most of its meager national funds from individuals and foundations on the basis of cold analyses of its services. Therefore, even if its leaders were of a mind contrary, it has to be "kin to everybody."

The maintenance of this position has not been easy; and especially that portion of its role that has tended to make it, in the sights of many Negroes, a "bedfellow" of American Industry. For this country's industry, riding on the back of the Republican Party, or vice versa, fell to an all-time low in the regard of Negroes during the Franklin Roosevelt administrations. Despite this, the League holds to its thesis that any army, even an ideological one, that loses total communication with both camps is doomed to defeat.

Because of this assignment, the top leadership of the League is one of the roughest jobs in America. And especially is this true at this watch of the night when the pass-word to intra-racial recognition involves, almost literally, the name and number of the "regiment" in which one serves.

Chosen. The man who handles the "wheel" for the National Urban League seems to have been almost prophetically chosen. He was well-born in the Tidewater section of Virginia. He grew up in Newark, N. J., and went on to Dartmouth to take a degree.

Coming out of the First World War, Lester Blackwell Granger was an embittered man. He had, somehow, muddled through that debacle which saw the dignity of Negroes crushed under foot by white Americans out to make impregnable the "ramparts of democracy." In that state of mind, as were thousands of Negro soldiers the country over, he would have made an excellent recruit for the most left-wing movement in the world.

Rather, he moved into what seemed like mediocrity, but which served, in truth, as excellent training for the task ahead. The young soldier taught in a small school in Winston-Salem. He then moved into another small school supported by the Episcopal church for Negroes in North Carolina.

Mr. Granger later found himself working as an extension worker for the New Jersey Manual Training School, at Bordentown. He originally went to the Urban League, under the late Eugene K. Jones, as director of worker education, but left to take some special assignments for the Legislature of the State of New York.

Impetus. When Mr. Granger returned to the League, as the over-taxed strength of Mr. Jones began to wane, he had, figuratively, "been to see the wizard" of bitterness and battle and the venom of other years had been cooled in the maelstrom of reality. He took over from "E.K." in 1941—and that became a "war year" in many respects; for not only did the Nation go to war, but Negroes also took to the ramparts of social change. That impetus is now in high gear.

The head of the Urban League is one of the most personable men in America. At 64, there are still distinct traces of the striking handsomeness that made him one of the most sought after social figures of his more youthful day. He was active in tennis circles and played the kind of shrewd game he is now often called upon to summon up in his daily encounters.

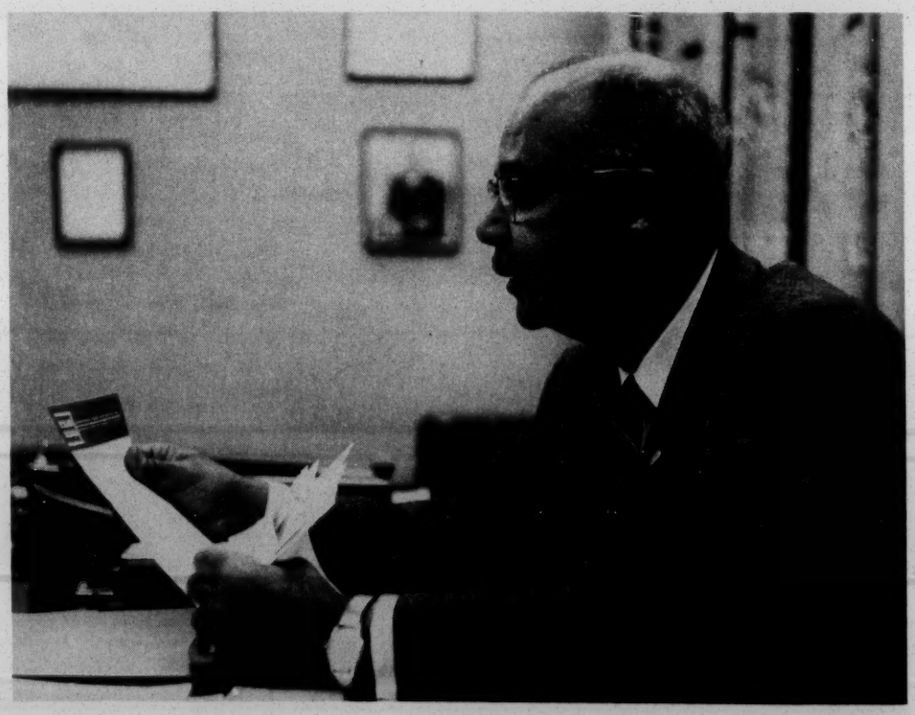
Mr. Granger is well-known for his public patience, but he is capable of the temper of a mule-skinner when he faces problems born of stubbornness. A man who paints in broad strokes on the canvas of his resolution, he is not fond of detail and is, admittedly, not too good at it.

Balance. Where this leader does shine, however, is at the task of looking over a wide field and summing up, in almost a second, the overall needs of the situation. This has stood him in good stead in his delicate job, for he often has been called upon to balance on one hand, as it were, the half-converted white supporter and the over-urgent Negro—all on his board of directors.

Mr. Granger is a disciple of the doctrine of the efficacy of good communications. He believes that few human beings are beyond being talked to. And while he gets no credit for it, he was already at the job of non-violence in industrial and race relations when many of today's exponents were not yet born.

At its golden anniversary, the Urban League stands at a crossroads. It is often confused with the National Association for the Advancement of Colored People by those who only read headlines. The Association does not care for this mistake; and neither does the League. Each, in its own orbit, is regarded as important, but their methods vary widely.

The Association battles for civil rights with sterling success; but the National Urban League still believes that a "three-legged dog in a whippet race" will not win many ribbons.



LESTER B. GRANGER
Paints in broad strokes.

The Atlanta Urban League's

COUNCIL OF NEIGHBORHOOD ORGANIZATIONS

"COMMUNITY ACTION FOR A BETTER ATLANTA"

239 AUBURN AVENUE, N. E. ATLANTA 3, GEORGIA

J. R. HIGHTOWER, PRESIDENT HENRY G. PACE, EDITOR

NUMBER 5 - MAY, 1960

PRESIDENT'S MESSAGE

In times like these, it should be noted that no greater contribution can be made to our society than community development and improvement.

When we put forth our best effort to meet obvious needs in our communities, such as all members participating in the United Appeal Campaign to raise funds for social agencies in Metropolitan Atlanta and exceed our goals; when we obtain a school in a community which badly needs one such as Reynoldstown, or when we landscape a yard as a model for the rest of the community in guiding it in a beautification project, I feel these Council Members should be commended for their endeavors to improve community life during 1959-1960.

Our activities have been many and varied , and each community can boast of some distinct accomplishment, but our greatest asset has been our desire to work together cooperatively towards the same general goals.

As this year draws to a close and we plan for the year ahead, may we hope to discover other ways by which we can improve our way of life economically, educationally, socially, religiously and so on. We should further hope to meet the challenge of an ever growing and expanding Atlanta.

J. R. Hightower,
President

G R E E T I N G S

The Atlanta Urban League is very proud of the work that the Council of Neighborhood Organizations is doing in several sections of the City where it operates. Certainly, the City is much better off because of the activity of the Council. The Neighborhoods are greatly improved and the work done by the Council Members in the Community Chest Campaigns is unexcelled by any group in the City.

J. B. Blayton, Sr., Chairman
Board of Directors
Atlanta Urban League

The Council of Neighborhood Organizations is to be commended for its continued efforts to eliminate slums and improve all neighborhoods in Atlanta.

R. A. Thompson,
Associate in Housing
Atlanta Urban League

COUNCIL OFFICERS-1960-1961

President	Mr. J. R. S. Hightower
1st Vice President	Rev. C. Jackson
2nd Vice President	Mr. Earnest Brown
Secretary	Mrs. Corine Lang
Assistant Secretary	Mrs. Freida Besley
Treasurer	Mr. Otelus Shelman
Chaplain	Rev. J. L. Bates
Chairman Membership Committee	Mr. John Latimore
Chairman Annual Meeting Committee	Mrs. Freida Besley

COUNCIL MEMBERS

BLANDTOWN CIVIC LEAGUE
BUSH MOUNTAIN PROGRESSIVE CIVIC LEAGUE
CAREY PARK CIVIC LEAGUE
CARVER HOMES TENANTS ASSOCIATION
EAGAN HOMES TENANTS ASSOCIATION
FORREST GROVE CIVIC LEAGUE
GRADY HOMES TENANTS ASSOCIATION
HERNDON HOMES TENANTS ASSOCIATION
JONES AVENUE HELPING HAND CLUB
PERRY HOMES TENANTS ASSOCIATION
PHILADELPHIA CIVIC LEAGUE
REYNOLDSTOWN CIVIC LEAGUE
SCOTTSCROSSING CIVIC LEAGUE
SOUTHSIDE CIVIC LEAGUE
THOMASVILLE CIVIC ASSOCIATION
UNIVERSITY-JOHN HOPE HOMES TENANTS ASSOCIATION

ATLANTA URBAN LEAGUE STAFF

Executive Director	Mrs. Grace Towns Hamilton
Community Services Secretary	Mrs. Kathryn A. Brisbane
Housing Secretary	Mr. Robert A. Thompson
Membership Secretary	Mrs. Myrtle T. Mickens
Field Representative	Mr. Henry G. Pace
Receptionist-Secretary	Mrs. Virginia B. Moore
Bookkeeper	Mr. James E. Gilbert

HAZARDOUS CURBING REMOVED IN BLANDTOWN

The Blandtown Civic League, after making several complaints to the Construction Department was finally successful in getting the high curb on Boyd Avenue removed. Passage on Culpepper Street was almost impossible and accidents frequent.

Mrs. Azalee Hester,
President

I. P. REYNOLDS ELEMENTARY SCHOOL OPENS

As a result of the efforts of the Reynoldstown Civic League to get a school built in the Community, the I. P. Reynolds Elementary School opened in February, 1960.

To make the opening a festive one, the Civic League sponsored a fellowship tea to welcome the faculty and staff of the School. Each class room was decorated with flowers on opening day.

Following the opening, a Calendar Tea was given and the proceeds were used to purchase curtains for the school auditorium.

J. R. Hightower,
President

ROUND-UP TIME AT CARVER HOMES

Carver Homes Tenants Association repeats its performance again this year of donating $1,000 cash to the United Appeal-Red Cross Campaign. This effort was the result of the work of the Red Feather Club, a welfare committee of the Tenants Association.

During the past year, the tenants have given financial support to several other drives: the Empty Stocking Fund-$100; the Polio Drive-$130; the Cancer Drive-$150; the United Negro College Fund-$100; the T. B. Pajama Drive-$50.00; the Grace Arnold --- Memorial Library at Bethlehem Center-$25.00; Metropolitan Association for Colored Blind-$25.00; towards the salary of a dental technician in the South Fulton Health Center-$50.00 and camperships were given several children to attend Park and Recreation Department Day Camp.

The families of Management, the officers of organized groups, and maintenance employees were entertained during a "Fellowship Hour" last Fall.

Rev. B. Bickers led a successful Bible School program last summer and the Capital View Baptist Church conducts a two-hour program every Saturday at Carver Community Center with the help of the Association.

Earnest Brown,
President

HOUSE-TO-HOUSE CLEAN-UP

The major project in Bush Mountain has been an on-going clean-up campaign sponsored by the Civic Association.

Mr. G. H. Murdell,
President

LIQUOR LICENSE DENIED

The Southside Civic Club appeared before the Police Aldermanic Committee to ask the Committee not to issue a Beer and Wine License in Poole Creek Area. The License was not issued.

In cooperation with the Rose Bud Garden Club, the community began their beautification project with a program on landscapping. Mr. T . K. Williamson of the University of Georgia Agricultural Extension Program made a brief talk and showed slides pointing out the proper and improper ways of landscapping which included types of houses. Later both organizations worked together to have one yard landscapped as a model for other houses and yards in the community.

Rev. Colby, President

REGISTERED VOTERS INCREASED

When the Scottscrossing Civic League began its campaign to increase the number of registered voters in its community, there were only seven persons registered, now there are three hundred.

Scottscrossing, continued

During the past months the organization has secured from various departments of the City additional street lights, sewer mains have been laid on four streets and five others are in the process of completion; water and gas facilities have been laid, additional streets have been paved and others gravelled and scrapped.

Otelus Shelman,
President

BOY MEMBERSHIPS CONTRIBUTED TO YMCA

Perry Homes Tenants Association contributed $25.00 to YMCA for five boy-memberships. In addition, the Association furnished all the supplies used in the YMCA Day Camp in Perry Homes. The Camp was a huge success.

One of the most colorful as well as successful programs was the Carnival and Teas held to raise funds for the 1960 United Appeal and Red Cross Campaign. Perry Homes Tenants were able to contribute $1500.00 in support of the social agencies in Metropolitan Atlanta

Elder J. L. Bates,
President

SALUTES TO 19 YEAR OLD NURSERY SCHOOL

Grady Tenants salute the Nursery School which has been operating for 19 years. This venture began as a Mother's Club Project to give free service to working Mothers of Grady Homes. There is a staff of two teachers, a cook and a maid to serve from forty to forty-five children. The school can boast of 19 years of unbroken service.

The week of April 24th -30th, was known as Grady Beautiful Week. The officers of 14 groups, sub-committees of the Tenants Association, planned and carried out activities lasting one whole week to beautify and clean the project. Sunday, April 24th was Church Cooperation Day. Monday: Parade Day; David T. Howard Band and H. R. Butler Band participated in the parade, while the Public Health Nurses moved at the head of the parade.

Grady Homes, continued

Tuesday: front and back yard clean-up day, prizes were awarded. Wednesday: Photographic Day. Thursday: Four entrances to Grady were clean and so on. Friday: the cleanest building contest was held with 57 buildings competing for appearance and prizes were awarded. Saturday: A clean-up Carnival was held on the playground area. Refreshments were served.

Grady Homes Tenants Association held a banquet for the workers and their guest who participated in the United Appeal-Red Cross Campaign which raised $1500.00.

At Christmas time fruits and other items were distributed to the Golden Age Group and Shut-Ins.

Mrs. Maggie Howard,
President

MR. JESSIE O. THOMAS AND MR. J. W. DOBBS GUEST SPEAKERS

Three forums on voting and registration were held in Eagan Homes. Mr. Jessie O. Thomas and Mr. J. W. Dobbs, were guest speakers. An all out effort has been put forth to make sure that every tenant is a registered voter.

In cooperation with the Board of Education Homemaking classes were held and have been well attended since they began last summer.

By door to door solicitation, $75.00 was collected for the Cancer Drive, and Eagan Homes is proud to have contributed $1,500 during the United Appeal-Red Cross 1960 Campaign.

Plans for dedication of the new Recreation Building are in the making. Watch out for the opening. All organizations should be represented at the dedication.

Participating in the Clean-Up Campaign sponsored by the Women's Chamber of Commerce, tenants have selected painting outdoor furniture, flower containers and surface garbage containers in each building. On April 24th, Eagan Homes celebrated its 19th Anniversary.

John Latimore, President

SIX WEEK VACATION SCHOOL MAYBE REOPENED THIS SUMMER

University-John Hope Homes sponsored a six week vacation school last summer, which it hopes to have this year. Classes were over-flowing. Children six to sixteen years of age particiapted in sewing classes, cooking classes, classes in arts and crafts, and in the dance class. These activities occurred in addition to their regular boy's activities of baseball, swimming and the Boy Scouts.

A Cancer Ball was given by the Young Matrons to raise funds for the Cancer Drive. The Red Feather Club raised $1500.00 during the United Appeal-Red Cross Campaign.

The Bridge Club of University-John Hope Homes is open to anyone who is interested in Bridge.

John Hope Homes celebrated its 19th Anniversary and University its 22nd Anniversary. Mrs. Kathryn Brisbane was the Guest Speaker. The affair was well attended.

Mrs. Freida Besley,
President

STASH YOUR TRASH PROJECT

Herndon Homes Tenants Association's Cleaner-Uppers Committee conducted a Stash Your Trash Project during the Women's Chamber of Commerce "Keep Atlanta Beautiful" campaign this Spring. Posters were painted and distributed for display in shop windows in the community. They read:

Stash Your Trash
Don't be a Litter Bug
Prevent Fires, disease and accidents
Keep Atlanta Beautiful

Trash cans were painted yellow with the words "Stash Your Trash." These were placed at bus stops and other strategic places. This was a colorful and exciting program for Herndon Homes.

Franklin C. Wiggins,
President

GREETINGS TO OUR NEWEST MEMBER

JONES AVENUE HELPING HAND CLUB

MRS. IRENE HENDRICKS, PRESIDENT

MR. CLARENCE D. COLEMAN

IS ON LEAVE WITH THE

NATIONAL URBAN LEAGUE

WE MISS YOU

REYNOLDSTOWN CIVIC CLUB

WILL MEET, MAY 17, 1960

FIRST BAPTIST CHURCH

8:00 P. M.

82 KENYON STREET, SE

BLANDTOWN WILL MEET

TUESDAY, MAY 10th

GREATER BETHEL

1355 BOYD AVE., NW

BLANDTOWN CIVIC LEAGUE

HOLDS

ANNUAL MEETING ON

SUNDAY, MAY 29, 1960

4:00 P. M.

WATCH FOR THE PLACE

COMMUNITY CHEST CONTRIBUTIONS
OF
MEMBERS OF COUNCIL OF NEIGHBORHOOD ORGANIZATIONS

NAME OF ORGANIZATION	AMOUNT RAISED
BLANDTOWN	$ 241.10
CARVER HOMES	1300.00
EAGAN HOMES	1561.72
FORREST GROVE	83.00
GRADY HOMES	1504.17
HERNDON HOMES	1014.76
PERRY HOMES	1712.00
PHILADELPHIA (Cascade)	57.15
REYNOLDSTOWN	32.85
SCOTTSCROSSING	281.90
SOUTHSIDE	72.85
THOMASVILLE	155.93
UNIVERSITY-JOHN HOPE HOMES	1523.20
TOTAL	$9540.63

Mrs. Sarah Richardson,

Mrs. Ethel Mallory,
General Chairmen,
House-to-House Division
United Appeal-Red Cross Campaign

THE ATLANTA URBAN LEAGUE

Over Thirty-Five Years of Preventive Social Service

JACKSON 1-2355 • 239 AUBURN AVENUE, N. E. • ATLANTA 3, GEORGIA

July 1, 1960

MEMORANDUM:

To: Members of the Board of Directors - Atlanta Urban League

From: J. B. Blayton, Sr., Chairman

# # # #

An important matter requires the early attention of the Board of the Atlanta Urban League. You are, therefore, asked to attend a special meeting on Thursday, July 7, at 3:30 o'clock in the office of the Atlanta Urban League. We shall count upon your presence.

AIR CONDITION IS PROVIDED.

July 7, 1960

MINUTES: SPECIAL MEETING - ATLANTA URBAN LEAGUE
BORAD OF DIRECTORS

ATTENDANCE: Mr. Blayton, presiding; Miss Bullard, Mrs. Curry, Mrs. Pauley, Mrs. Selvage and Mrs. Thomas; Messrs Henderson, Hill, Cannon, Cousins, Jett, Sanders and Shulhafer, Mrs. Yates

STAFF: Mrs. Hamilton

# # # # #

The Chairman opened the meeting by stating that this special meeting of the Board had been called to receive a letter of resignation from the Executive Director and to consider recommendations proposed for Board action by the Executive Committee which had met just prior to the Board meeting.

Mrs. Curry was asked to read the letter from the Executive Director to the Board. (Copy attached)

Mr. Sanders reported that the Executive Committee had accepted the resignation reluctantly, and recommended the appointment of Mr. R.A. Thompson as the Executive Director, at the present salary of the Executive, beginning September 1, 1960.

By consensus, the recommendation was adopted.

Mrs. Hamilton expressed appreciation to the Board for the cooperation and support given during the seventeen and one-half years she has filled the position, and stated that their continued cooperation and support of Mr. Thompson was taken for granted.

Mr. Sanders reported that the Executive Committee had requested that Mrs. Hamilton prepare a "white paper", outlining any suggestions based upon her years of experience with the agency, for Board and agency consideration.

It was agreed by consensus, that public announcement of staff changes be deferred until late August.

Mrs. Hamilton and Mr. Blayton explained that cancellation of the planned Board meeting with Mr. Kheel was due to Mr. Kheel's late notice of his inability to attend on the date he suggested; and that the meeting had been postponed until sometime in the fall.

Mrs. Hamilton presented an inquiry from the National Urban League regarding "payment of dues" by the Atlanta Urban League, and requested

THE ATLANTA URBAN LEAGUE

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July 8, 1960

Dear Mr. Allen:

Thank you for your note of June 17th. Please forgive my delay in reply. It is understood by the Atlanta Urban League Board, that contributions from the Atlanta Urban League Guild to the National Urban League and from individual Atlanta citizens will be credited and regarded as "dues" from the Atlanta Urban League.

According to our records, contributions from the Atlanta Urban League Guild to the National Urban League since 1955, approximate $700.00. Your record of direct contributions from the Atlanta Urban League as reported on the attached blank agrees with our records. We shall appreciate your confirming our records of contributions from the Atlanta Urban League Guild since 1955, to the National Urban League, and reporting to us the amount of individual contributions from Atlanta citizens, since we are aware only through occasional comments of these individual contributions.

It is not possible for the Atlanta Urban League to accept responsibility for any designated percentage of our budget as dues to the National Urban League. This is the basis for the understanding referred to above.

With all good wishes, I am

Yours cordially,

(Mrs.) G. T. Hamilton
Executive Director

Mr. Alexander J. Allen
Associate Director
National Urban League, Inc.
14 East 48th Street
New York 17, New York

GTH:mm

THE ATLANTA URBAN LEAGUE

Over Thirty-Five Years of Preventive Social Service

JACKSON 1-2355 • 239 AUBURN AVENUE, N. E. • ATLANTA 3, GEORGIA

June 27, 1960

Dear Mr. Blayton:

Some months ago, I was asked to consider a staff position with a national organization with which I have had long-standing personal association and interest. This request caused me to review with care, my years as the Executive Secretary of the Atlanta Urban League all of which have been so rich and meaningful.

I have now come to the conclusion that it is wise for me to relinquish the position as Exexutive Director of the Atlanta Urban League. The seventeen and one-half years during which it has been my privilege to serve the agency in this capacity have been rewarding ones. The fact that I have held the position as Executive Director for a longer period than any other person in the forty-year history of the agency is sufficient evidence of the satisfactions which have resulted from this relationship. The association with the Board of Directors, with a loyal and conscientious staff, and with the many other persons in the other organizations serving our city with which the Atlanta Urban League works cooperatively have meant more to me than it is possible to put into words. I am grateful too for having had a part in the agency's development, and to have shared in the increased growth in understanding of the value of the Atlanta Urban League's contribution to the welfare of all Atlanta.

I shall hope that an early and proper consideration by the Board of Directors of my replacement can make possible an orderly transition which will permit the Atlanta Urban League's program and processes to go forward without interruption and with full support to my successor. Please be assured of my desire and willingness to assist and further the well-being of the Atlanta Urban League in all ways possible as an interested citizen of Atlanta, and as a member of the Atlanta Urban League.

If you think it advisable, a meeting of the Executive Committee might be called at 2:30 o'clock on Thursday, July 7th followed by a meeting of the full Board a t 3:30 o'clock on the same date to consider their recommendations. It would seem to be desirable for the Board to consider the announcement of appointment of the new director, and to determine when the announcement of these changes should be made.

With cordial good wishes, I am

Sincerely yours,

Grace T. Hamilton

(Mrs.) G. T. Hamilton
Executive Director

Mr. J. B. Blayton, Sr., Chairman
Board of Directors - Atlanta Urban League
[illegible] Auburn Avenue, N. E.
Atlanta 3, Georgia

MEMBER AGENCY ATLANTA COMMUNITY CHEST-COUNCIL

GTH:mm

THE ATLANTA URBAN LEAGUE

Over Thirty-Five Years of Preventive Social Service

JACKSON 1-2355 • 239 AUBURN AVENUE, N. E. • ATLANTA 3, GEORGIA

August 18, 1960

To: Board of Directors - Atlanta Urban League

From: (Mrs.) Grace T. Hamilton - Executive Director

You have all probably been reading the reports in the press concerning Grady Hospital - Spalding Pavilion. All citizens concerned about correcting the limitations which face Negro physicians-in-training, are asked to send letters to the editors of the Atlanta newspapers. Such letters should thank the paper for its contribution in bringing to light the existing situation; and suggest that correction of the inequities is in the public interest. Please see attached editorials.

Copies of letters might also be sent to the Chairman of the Fulton-Dekalb Hospital Authority (Mr. Fred Turner) and to the Chairman of the Advisory Board of Trustees of Spalding Pavilion (Mr. Fred L. Cannon, Sr.).

THE ATLANTA CONSTITUTION

For 93 Years The South's Standard Newspaper

RALPH McGILL, Publisher

EUGENE PATTERSON, Editor

Established June 16, 1868

Issued daily except New Year's, July 4, Labor Day, Thanksgiving and Christmas. Second-class postage paid at Atlanta, Georgia.

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Sound Man Faces Grady's Problems

All the questions about Grady Hospital policies are being asked at once. This is healthy for the hospital and for the community which supports it. Through it all there is a solid reassurance.

That is the character and experience of the man at the top, Fred Turner. As the unpaid chairman of the Fulton-DeKalb Hospital Authority, he is the kind of man we have come to depend upon to support the right—and to correct the wrong.

Two years ago, Fulton County auditors criticized the authority for not investing the hospital's trust funds in order to earn interest. Mr. Turner's authority ordered them invested.

The auditors criticized the authority for claiming depreciation on buildings and equipment, stating this was a double charge on the taxpayer who bought the items in the first place. Mr. Turner's authority discontinued depreciation of buildings.

But it is continuing the practice on equipment. Mr. Turner says this is proper. Fulton Commissioner Carlyle Fraser agrees and says "there has been no idea on the hospital's part to take advantage of the taxpayers." DeKalb Commissioner Claude Blount, however, intends to ask some questions about the practice.

Meanwhile the allied Spalding Pavilion for Negroes turns up with broken glass in the operating room, reflecting administrative inertia. Emory-Grady differences persist. Negroes press for training facilities.

And Mr. Turner's problems become clearly defined in the mind of the public, which has confidence in him to hammer out some fair solutions.

Georgia's Near Bottom In Number of Doctors

Georgia, including the state government, is painfully aware of the state's tragic deficiencies in all aspects of mental health and care and treatment of the mentally ill. But what about other aspects of the medical problem?

The state ranked fifth from the bottom in the nation in 1959 in the number of physicians per 100,000 population. Only four states—Alabama, Mississippi, South Carolina and Kentucky—were ranked below us. And the region as a whole is still far behind the nation. The regional average is 101 doctors for every 100,000 persons, compared with the national ratio of 129.

There is one encouraging aspect. The South at least has held its own while the national average has been declining since 1949. But in many areas the lack of medical facilities and physicians adds up to no medical service of any kind.

The major problem—as in psychiatry—has been the lack of educational facilities, high costs of training and huge financial outlays necessary for medical institutions. The Southern Regional Educational Board has helped take up the slack with its contract program but the need has not yet been met.

Three new medical schools have been built in the South since World War II—at the Universities of Florida, Kentucky and Miami. Three others have been expanded from two-year schools to four. Georgia has initiated a statewide scholarship program that is helping. But this state and the whole region must continue to work at the problem as the population increases.

* * *

BEST COPY AVAILABLE

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Policies at Grady Invite Public Eye

We would urge the reader to follow closely the series of articles by Buddy Davis now appearing in this newspaper. They will examine problems at Grady Hospital.

Our taxes pay for Grady's operation. And it is a magnificent hospital. It heals the poor; a half million callers per year receive its care. And it trains the healers; Emory University is the teacher and Grady is its classroom.

Problems are inevitable. They have been examined in a 350-page consultants' report that cost $100 a page. The consultants praised Grady. But they found some doctors frustrated and without voice. They found Grady-Emory friction on budget, and on rules for medical care. They found some authority scattered, some too tight. They found Negro resentment over restrictions on Negro training.

Grady-Emory budget friction is not new. Emory cannot afford to subsidize Grady with its private funds beyond the worth of the training its students get. And Grady cannot subsidize Emory's private medical school with public tax funds. Striking a balance brings the perpetual rub.

The rub of social relationship is perpetual also in the training of Negro interns and residents. The validity of removing them from Grady's Negro wards, and trying to train them expensively in a separate place, is under challenge. It is increasingly difficult to justify.

The 350-page report suggests solutions. The Hospital Authority, Grady's manager, will accept some, reject others. Policy decisions are being made. They are the public's business. The facts are being detailed in the Davis series this week so we may all pass judgment.

* * *

The Atlanta Journal

"COVERS DIXIE LIKE THE DEW"

The Atlanta Journal (evening), The Atlanta Constitution (morning), and The Atlanta Journal and The Atlanta Constitution (Sunday) published by Atlanta Newspapers, Inc., 10 Forsyth Street, Atlanta, Georgia, The Atlanta Georgian and Sunday American absorbed by purchase by The Atlanta Journal, 1939.

Subscription prices by carrier; Morning and Sunday or Evening and Sunday, 1 week, 50c; 1 month, $2.17; 3 months, $6.50; 6 months, $13.00; 1 year, $26.00. Morning or evening, daily only, 1 week, 30c; 1 month, $1.30; 3 months, $3.90; 6 months, $7.80; 1 year $15.60. Morning, Evening and Sunday (13 issues), 1 week, 80c; 1 month, $3.47; 3 months, $10.40; 6 months, $20.80; 1 year, $41.60. Single copies, Daily, 5c; Sunday, 20c. Plus 3% sales tax on sales and deliveries made within the State of Georgia. Subscription prices by mail on request.

Grady and Emory

GRADY HOSPITAL has been surveyed by a management consultant firm. The diagnosis is good. And the future can be even better, granted the possibility of putting more of the survey's recommendations in effect.

The survey has been in the hands of the Fulton-DeKalb Hospital Authority since February. Some of the recommended changes have been made.

Others, authority chairman Fred Turner argues, are too expensive to act upon right now. And another, that this hospital for the indigent charge higher fees, is impractical.

Still another, concerning the operation of the Spalding Pavilion for Negro pay patients, is a source of dissension today. The survey recommends that this phase of the operation be given more independence than it presently enjoys.

The study praised Grady as one of the best places of its kind in the country. But it found plenty of flaws in its organizational set up.

The basic trouble seems to be the relationship between the hospital and the Emory University Medical School which provides medical services by contract. The survey found "many ambiguous" statements in the agreements between the two, and an ineffective liaison between a joint committee of hospital and university trustees.

The recommendation that the hospital and school reach a new understanding and agreement in which patient care objectives "should be established clearly and translated into tangible terms which can be understoood and measured" is easy enough to say.

But remembering the difficulties under which even today's "ambiguous statements" finally were arrived at, is grounds enough for real concern regarding the future.

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● ATLANTA DAILY WORLD ● Sunday, August 14, 1960

Atlanta Daily World

Published Every Morning Except Monday

Negro Internes Should Have The Right To Serve At Grady

The barring of Negro interns and residents from the training and service opportunities in the publicly supported Grady Hospital has been a source of distress in the Negro community for many years.

The Hospital Authority is a public body, appointed by elected officials of the counties it serves. Its legal responsibility is the provision of hospital care for eligible patients in Fulton and DeKalb County. The Authority discharges this legal obligation through a contractural relationship with Emory University Medical School. Designated faculty members of the medical school supervise the patient care, and conduct a graduate training program for the internes and residents employed by the Hospital. These internes and residents are the "house staff" for the Hospital, and upon the completion of periods of employment, or "training", are certified by the hospital.

Restriction of these learning opportunities afforded by the public hospital on the basis of race is untenable and against the public interest. It is markedly so at a time when the supply of physicians is far below the number needed for a growing population.

Grady Hospital is an abundant source of "clinical material." Seventy percent of the patients served there are Negroes. Ten "service" beds for surgical residents at Spalding are insufficient for the most effective training experience. The fact that Spalding Pavilion is operating at near capacity demonstrates the need in the community for beds for private patients and that reducing the number available to them is inconsistent. If a training program for residents in medicine is to be developed — or in pediatrics — or in the other important clinical areas, the Negro residents, who provide the "house staff" for Spalding Pavilion, require the experience afforded through access and work in the wards of Grady Hospital.

There is no justifiable excuse for depriving the patients at Grady of this medical personnel. There is likewise no reason why Negro internes and residents should be barred from the clinical training and service opportunities afforded in the Grady clinic.

The Negro members of the Advisory Committee of the Spalding Pavilion are concerned over this interne question and we are too. We hope the general public will become more concerned about this question of an adequate number of trained medical men and women.

Need for Negro Doctors Is Fact City Can Face

Hughes Spalding Pavilion for private Negro patients operates under an intricate arrangement with Grady Hospital.

The present budget argument between the two is part of a delicate web that can be torn if handled clumsily. Good men on both sides are trying to sort it out sensibly, and we hope they will.

One part of the budget argument is indicative of the difficulties. Spalding board members, challenging Grady figures that show a Spalding deficit, object particularly to being charged $60,000 annually for the cost of 10 indigent patients.

Grady has beds for these 10 nonpaying Negro patients. But Grady provides the patients to Spalding in order to give clinical experience to Spalding's Negro interns. The $60,000 cost accompanies them and is charged against Spalding.

For its part, Spalding would prefer to have its Negro interns practice with Negro patients in Grady itself, and asked for such a policy last year. Permission was refused. Provision of the 10 indigent patients to Spalding was an alternative the Negroes regarded as second best for their interns. To be charged now with a $60,000 deficit for an undesired substitute irks the Spalding board understandably.

The city needs trained Negro doctors. It would be good sense, in keeping with Atlanta's intelligent tradition, to remove barriers that impede training of Negro interns.

* * *

THE ATLANTA URBAN LEAGUE

Over Thirty-Five Years of Preventive Social Service

JACKSON 1-2355 · 239 AUBURN AVENUE, N. E. · ATLANTA 3, GEORGIA

Rec'd 8/26/60

August 25, 1960

MEMORANDUM:

To: Atlanta Urban League Board of Directors

From: Mrs. G. T. Hamilton --Executive Director
R. A. Thompson - Executive Director - Elect

For Your Information

Clarence Coleman, a member of the Atlanta Urban League staff from June 1947, until June 1959, when he was granted a leave to permit an assignment on the Southern Field Staff of the National Urban League, resigned his Atlanta Urban League position on May 27, 1960, in order to accept a position as Community Organization Consultant with the National Urban League's Southern Field Staff.

He wrote, "I will feel eternally grateful to the staff and Board of the Atlanta Urban League for the many privileges and opportunities which it has afforded me. It offered me my first professional assignment, and indeed, made it possible for me to be in a position to be invited to serve in this proposed post.... It is my fervent hope that the Atlanta Urban League will continue to be of great service to the citizens of Atlanta and maintain its high quality of professional workmanship."

The appreciation and good wishes of the Atlanta Urban League have been expressed to Mr. Coleman, on behalf of the Board and staff.

We shall submit recommendations regarding this position and other staff assignments for 1960-'61 within the next few weeks.

THE ATLANTA URBAN LEAGUE

Over Thirty-Five Years of Preventive Social Service

JACKSON 1-2355 • 239 AUBURN AVENUE, N. E. • ATLANTA 3, GEORGIA

August 23, 1960

MEMORANDUM:

To: Executive Committee
Atlanta Urban League Board of Directors

From: R. A. Thompson, Executive Director - Elect

: : : :

The staff reassignments which follow are recommended as a means of fulfilling the responsibilities to be carried during the remainder of 1960 and in 1961.

1. That Mrs. Myrtle T. Mickens be appointed Administrative Assistant beginning September 1, 1960. This is a change from clerical to professional classification.

Mrs. Mickens has served the Atlanta Urban League since 1951, as Secretary and Office Manager. She has carried heavy professional responsibility during this time, including referrals and development of memberships. She is equipped for professional responsibilities, both by her tenure with the agency and by her professional education. She holds a Master's degree in Social Work from the Atlanta University School of Social Work. We believe that this re-classification will make more efficient use of her abilities.

2. The employment of a Secretary for Occupational Guidance and Development: The candidate holds a Master's degree in Guidance, a Georgia Department of Education Counsellor's certificate, and will not be available before the first of November. Staffing this area of program development has been a long-standing need.

3. The designation of Mrs. Virginia B. Moore as Staff Assistant for the House-to-House Organization during the United Appeal Campaign.

Mrs. Moore has in previous campaigns served as the Secretary-Clerk of this section of the campaign and is well equipped to assist with the campaign responsibilities carried by the Atlanta Urban League.

4. The employment of a Clerk-Stenographer in September, to assist with clerical responsibilities.

THE ATLANTA URBAN LEAGUE

Over Thirty-Five Years of Preventive Social Service

JACKSON 1-2355 • 239 AUBURN AVENUE, N. E. • ATLANTA 3, GEORGIA

October 13, 1960

MEMORANDUM:

To: Members of the Board of Directors

From: J. B. Blayton, Sr., Chairman
R. A. Thompson, Executive Director

Re: Regular Monthly Meeting

: : : : :

The regular monthly meeting of the Board of Directors of the Atlanta Urban League, will be held on Thursday, October 20, at 3:30 O'clock, in the office of the League, 239 Auburn Avenue, N. E., Suite 400.

The agenda will include several matters which require Board action. We trust that all members will be present.

October 20, 1960

MINUTES: ATLANTA URBAN LEAGUE BOARD OF DIRECTORS

ATTENDANCE: Mr. Blayton, Mr. Brooks, Mrs. Gershon, Mr. Henderson, Mr. Sanders, Mrs. Thomas, Mr. Walden, Mrs. Yates; Mrs. A. D. Hall

STAFF: Mr. Thompson, Mrs. Brisbane and Mrs. Mickens

# # # # #

The regular monthly meeting of the Board of Directors convened on the above date at 3:30 o'clock with the Chairman, Mr. Blayton, presiding. Mr. Thompson, the new Executive, was presented to the Board. The minutes of the previous meeting were approved by common consent.

THE AGENDA INCLUDED:

I. Correspondence

A. Letter to the chairman from the president of the National Urban League inviting him to become a member of a Committee on the Revision of the Terms of Affiliation which Committee will hold its first meeting in New York, December 3rd. Mr. Blayton said he had taken the liberty of accepting this responsibility and hoped the members would sustain his action. This would not interfere with the League's budget, but he would like for members to say whether or not they wish their chairman to participate in the meeting, and would appreciate any suggestions. Mr. Brooks so moved; seconded by Mrs. Mrs. Gershon and carried unanimously.

Mr. Thompson thought it might be wise for the Board to put in writing some ideas for strengthening the relationship between the National and Local Leagues. It was suggested and agreed that the Executive Committee be asked to put in writing any suggestions they and Board members may have.

B. Letter of resignation from Mrs. Kathryn Brisbane read by the Executive Director. Mrs. Brisbane is resigning to accept the post of Executive Director of the Grady Homes Girls Club. Mrs. Gershon expressed appreciation to Mrs. Brisbane for her excellent work. Mrs. Thomas reported that she had mixed emotions about Mrs. Brisbane's resignation because she is a member of the Atlanta Urban League and the Grady Homes Girls Club Boards and "we need her very much." Mr. Sanders added, we must never stand in the way of a person going up in the world. Mrs. Brisbane's resignation was accepted with deep regrets.

II. Board Approval of Finance Committee's Report

Copies of the operating budget for 1961 were distributed. Mr. Thompson said the increase would provide another clerical worker and upgrade one already on the staff. He reported that letters had again been sent to the City and County requesting appropriations. The City was asked to increase its appropriation to $2,500.00. It was the hope of everyone that the County would make a contribution to the Atlanta Urban League during 1961.

The report of the Finance Committee was unanimously approved.

III. PROGRAM REPORTS

A. Community Chest Campaign - Mrs. Brisbane reported efforts during the last weeks of mobilizing workers and soliciting funds for the House-to-House Division. To date, the amount of $6,844.78 has been reported for the Division. This is a small amount but we are $1,600.00 ahead of 1959 at this period. Despite the increase, the campaign is still lagging. However, it usually picks up towards the end.

B. Foundation Report - Mr. Thompson reported efforts to increase the budget of the Atlanta Urban League. He said that a request was in process of being prepared and would be sent to the Field Foundation. Messrs. Hammer, Forbes, Hill and Thompson assisted in preparing the request which would enable the Atlanta Urban League to participate in rehabilitating the Vine City area. A total of $219,000.00 will be requested, of which $80,000.00 will be paid to professional planners; $5,000.00 to the City for technical assistance and the remainder will be used for salaries of a relocation specialist and a secretary who will work on the Atlanta Urban League staff. Letters of endorsement will be secured from the Mayor and Messrs. Bean and Jones of the City Planning and Urban Renewal Departments of the City. The Vine City Project would last for five years. Mr. Thompson has been asked to escort the members of the Race Relations Committee of the Field Foundation on a tour of Atlanta at the time of its meeting here on November 18th.

Following a brief question and answer period, Mr. J. R. Henderson moved that the request to the Field Foundation be approved in principle. The motion was seconded by Mr. Sanders and carried.

Examples of some smear materials distributed locally by a Florida KKK group sent to the Urban League by Mr. McDonough of Metropolitan Atlanta Community Services were shown the Board. The Executive said during this United Appeal Campaign we had received fewer calls than ever. None has come from the White Citizens Council.

Copies of the National Urban League's Golden Anniversary Banquet program were distributed, a courtesy of Mrs. Annie D. Hall, President of the Atlanta Urban League Guild.

ANNOUNCEMENTS

1. Mr. Harold N. Arnold is expected to join the staff on November 1,1960, as Vocational Services Secretary.

2. Mrs. Myrtle Mickens has been designated Program and Membership Secretary.

3. New addition to our staff as Receptionist-Clerk is Mrs. Marva Judge.

Mr. Thompson thanked the Board for the opportunity of serving as its Executive and hoped that he may continue to work in the field of Housing.

The meeting was adjourned at 4:45 o'clock.

Respectfully submitted,

J. B. BLAYTON, CHAIRMAN

REBECCA M. GERSHON (Mrs. Harry M.)
SECRETARY

1961
BUDGET REQUEST
THE ATLANTA URBAN LEAGUE

OPERATING INCOME	Actual 12 Months Last Year	Actual Jany-Sept. 1960	Estimated Oct.-Dec.	Approved Budget 1960	Estimated 12 Months Next Year
A. COM. SERV. BUDGET	27,500.00	21,752.00		29,000.00	33,344.00
B. DONATIONS AND GIFTS					
02. Gen'l Undesig.	1,805.00	1,400.00		3,300.00	3,300.00
TOTAL B	1,805.00	1,400.00		3,300.00	3,300.00
C. GOV.SUBSIDIES AND PAYMENTS					
15. Atlanta	1,000.00	1,000.00		1,000.00	1,000.00
TOTAL C	1,000.00	1,000.00		1,000.00	1,000.00
D. REVENUE					
35. Membership	1,007.00	1,163.68		1,500.00	1,500.00
TOTAL D	1,007.00	1,163.68		1,500.00	1,500.00
F. TOTAL OPER. INCOME	31,312.00	25,315.68		34,800.00	39,144.00
Total Oper. Exp.	30,956.38	24,961.75		34,800.00	39,144.00
Total Operating Surplus Deficit	355.62	353.93		-0-	-0-

OPERATING EXPENDITURES

A. SALARIES & WAGES					
01. Exec.& Assts.	6,250.00	5,375.00		6,450.00	7,500.00
04. Dept and Field Secretaries	11,495.92	8,467.28		14,306.00	16,520.00
09. Cler.Workers	6,040.00	4,570.00		6,180.00	5,550.00
10. Janitor	370.50	270.00		360.00	360.00
TOTAL A	24,156.42	18,682.28		27,296.00	29,930.00
B. INSTITUTIONAL AND OFFICE					
16. Rent	1,020.00	765.00		1,020.00	1,020.00
19. Minor Bld.Rprs.	64.30	30.00		50.00	50.00
21. Minor Building Equipmt. & Rprs.	90.72			100.00	100.00
23. New Eq-Replsmts.	272.16	211.68		300.00	300.00
25. Stationery-Office Supplies	1,184.73	1,536.08		1,200.00	1,986.00
27. Auto Upkeep	780.00	525.00		900.00	900.00
29. Transportation	18.90	11.40		60.00	60.00
31. Postage	238.81	296.22		290.00	396.00
33. Tele.& Teleg.	831.05	602.25		800.00	800.00
35. Ins. and Bonds	197.56	254.88		200.00	200.00
37. Retirmt. Fund	1,584.73	1,403.56		1,884.00	2,202.00
TOTAL B	6,282.96	5,636.07		6,804.00	8,014.00
C. EDUCATIONAL					
61. Confs & Convs.	246.08	525.00		300.00	500.00
69. Prod. & Exhibits	25.30			100.00	200.00
71. Literature	147.74	118.40		150.00	250.00
73. Program Sup'ls.	97.88			150.00	250.00
TOTAL C	517.00	643.40		700.00	1,200.00
J. TOTAL EXPENDITURES FOR ALL PURPOSES	30,956.38	24,961.75		34,800.00	39,144.00

August 17, 1960

EXPLANATION OF BUDGET ESTIMATE

The estimated increase required by the Atlanta Urban League for 1961 is $4,344.00. This increase is requested because of changes in staff assignments and program emphasis which is necessary in fulfilling our responsibility to the United Appeal.

The estimate increase will be used to employ an additional clerical worker and to up-grade a presently employed staff member to the position of Program Membership Secretary. These two necessary changes will afford more time and effort to keep in tact the fifty-five groups that solicit funds in the House-to-House Division of the Negro Division of the United Fund Appeal. The Atlanta Urban League carries the sole and full responsibility for the successful campaign of the House-to-House Division of the United Appeal and has had this responsibility since 1948.

Residential solicitation in the House-to-House Division of the United Appeal Campaign is increasingly more complicated because of the dispersion of the Negro population, the rapid development of new Negro neighborhoods, the growth of "one pledge plans in industry" and the inclusion of additional counties in the campaign. Recruitment of campaign leadership for residential solicitation in widely and scattered neighborhoods, requires longer, more and constant periods of interpretation and cultivation. Experience indicates that the residential campaign organization in Negro neighborhoods is most effectively done when coupled, so far as possible, with other programs of neighborhood assistance which is a regular part of the Atlanta Urban League program.

A twelve year record showing the amounts raised each year in the residential section of the Negro Division is shown below:

1948 - $ 5,100	1954 - $19,825
1949 - 5,500	1955 - 18,098
1950 - 11,500	1956 - 18,810
1951 - 15,000	1957 - 18,679
1952 - 17,000	1958 - 21,063
1953 - 19,459	1959 - 23,586

The House-to-House Division is composed of fifty-five neighborhood sections representing Fulton, DeKalb and Cobb Counties. Each of the sections requires a chairman and at least one co-chairman and an organizational scheme to assure thorough coverage of each section. Over six hundred volunteers participate in the campaign each year. The $23,586.82 raised in 1959 was the largest amount raised to date despite the influence of the factors mentioned above. The fifty-five neighborhood sections are not presently a closely knit organization as they should be and at the beginning of the campaign each must be reorganized. The necessity for annual reorganization can be partially eliminated with more follow-through by the new Program-Membership Secretary. Interpretation of Chest services conducted for the benefit of potential campaign workers in the months preceding the campaign organization has proved highly beneficial in campaign results. The salary requested will enable the League to provide this additional service in behalf of the campaign. Included in the estimate increase are minor salary increases.

Normal increases in institutional and educational expenses are also included.

LWDV
F41

November 11, 1960

Mr. J. B. Blayton, Sr.
Mr. Q. V. Williamson
National Urban League
250 Auburn Avenue, N. E.
Atlanta 3, Georgia

Dear Messrs. Blayton and Williamson:

In response to your letter of November 7, Mr. Fleming has asked me to express to you his regret that he will be out of the city and, therefore, unable to attend the Equal Opportunity Day luncheon on November 16. He has asked Dr. Leslie W. Dunbar, the Council's Director of Research to represent him and the Council on this significant occasion.

Enclosed is our check for $4.00 for the four (4) tickets sent to us.

With best wishes,

Sincerely,

Paul Anthony
Executive Assistant

PA/mf
Enclosure - 1. (Check #2285; $4.00)

NATIONAL URBAN LEAGUE, Inc.

FOR EQUAL ECONOMIC OPPORTUNITY

14 EAST FORTY-EIGHTH STREET, NEW YORK 17, N. Y. – PLAZA 1-0300

THEODORE W. KHEEL, *President* — HENRY STEEGER, *Senior Vice-President* — LESTER B. GRANGER, *Executive Director*

LOUIS J. GLICKMAN, *Vice-President* — JOHN H. JOHNSON, *Vice-President* — THOMAS G. YOUNG, *Vice-President* — MOLLIE MOON, *Secretary* — BURNS W. ROPER, *Treasurer*

M. T. PURYEAR
Director
Southern Field Division

Address Communications to:
National Urban League
250 Auburn Avenue, N. E.
Atlanta 3, Georgia
Telephone: MUrray 8-8778

November 7, 1960

Dear Colleague:

The Atlanta Urban League and the National Urban League are celebrating EQUAL OPPORTUNITY DAY in Atlanta on Wednesday, November 16, with a Hungry Club presentation. This is, as you know, an annual observance generally held on or near the anniversary date of President Lincoln's Gettysburg Address (November 19).

The National Urban League is using the occasion to honor two well known Atlanta citizens - Mr. E. M. Martin, First Vice-President and Secretary of the Atlanta Life Insurance Company, and Attorney A. T. Walden. Both of these men have long records of public service and have played important parts in developing all kinds of opportunities for Negroes.

The principal speaker is a son of Atlanta - Mr. John H. Wheeler, President of the Mechanics and Farmers Bank, of Durham, North Carolina.

We are enclosing two Luncheon Tickets, and we hope you will use the enclosed self-addressed envelope to forward us your check for the same.

Please join us in honoring these distinguished gentlemen.

Sincerely yours,

J. B. Blayton, Sr.
J. B. Blayton, Sr., Chairman
Board of Directors
Atlanta Urban League

Q. V. Williamson
Q. V. Williamson, Co-Chairman
General Citizens Committee on
Employment and Economic
Opportunity

Encs. 3

Enclosure: Four Tickets

BOARD OF TRUSTEES: *Malcolm Andresen – Regina M. Andrews – William H. Baldwin – George O. Butler – Lisle C. Carter, Jr. – Edwin F. Chinlund Ray E. Clarke – Robert W. Dowling – Mrs. F. B. Farquharson – Lloyd K. Garrison – Louis J. Glickman – Sylvan Gotshal – Mrs. Walter Hirsch – Mrs. Walter Hirshon Jerome H. Holland – Frank S. Horne – John H. Johnson – Theodore W. Kheel – Lindsley F. Kimball – H. B. Law – Loren Miller – Mollie Moon – Cecil E. Newman William H. Oliver – Frederick W. Richmond – Hilyard R. Robinson – Winthrop Rockefeller – John Roosevelt – Burns W. Roper – Louis Simon – Asa T. Spaulding Edward Stanley – Henry Steeger – Roger L. Stevens – Edward D. Stone – Vernon B. Stouffer – Harry Van Arsdale, Jr. – J. Waties Waring – Boyd L. Wilson Thomas G. Young – Charles S. Zimmerman.*

Our Golden Fiftieth Anniversary 1910-1960

HF

EQUAL OPPORTUNITY DAY

LUNCHEON

Co-Sponsored by

The Atlanta Urban League

and

The Southern Field Division

National Urban League

The Hungry Club

Butler Street YMCA

WEDNESDAY, NOVEMBER 16, 1960, 12:15 P.M.

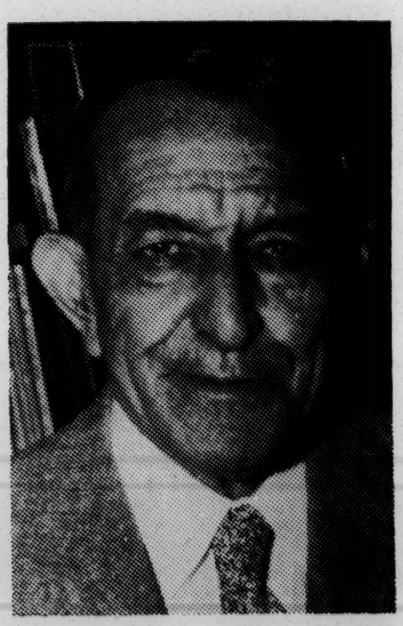
AUSTIN THOMAS WALDEN

A graduate of Atlanta University and the University of Michigan Law School, Mr. Walden is Dean of Atlanta's Negro Lawyers.

He has long been associated with the struggle for human rights and dignity, having served as president of the Atlanta Branch of the NAACP and chairman of the Board of the Atlanta Urban League.

His interests in the attainment of rights through the use of the ballot led to the founding of the Citizens Democratic Clubs all over the state.

In community matters, he is very closely identified with church, fraternal, business and other civic activities.



EUGENE M. MARTIN, JR.

A graduate of the Atlanta Public Schools and Atlanta University, Mr. Martin is one of the most widely known men in the insurance and business world.
He joined the staff of the Atlanta Life Insurance Company more than 48 years ago and has progressed from Sick Claims Adjustor to Secretary in 1920 and First Vice-President in 1947.

He has long been identified with activities dealing with promoting better human and race relations in the Atlanta community and most recently accepted the assignment of spearheading a program of job development for Negroes in business, industry and government.

He is an ardent churchman and devotes much attention to this and other community activities.

Program

Presiding: J. R. Henderson
Member, The Hungry Club

Invocation

-:- LUNCH -:-

Introduction of Speaker ..... J. B. Blayton, Sr.
Chairman of the Board
The Atlanta Urban League

Address ..... John H. Wheeler
President, Mechanics and Farmers Bank
Durham, N. C. and
Member, Commerce and Industry Council
National Urban League

Presentation of EQUAL OPPORTUNITY DAY Award to:
EUGENE MARCUS MARTIN
First Vice President and Secretary
Atlanta Life Insurance Company and
Chairman, General Citizens Committee on
Employment and Economic Opportunity

Response ..... Mr. Martin

Presentation of EQUAL OPPORTUNITY DAY Award to:
AUSTIN THOMAS WALDEN
Attorney
Walden and Associates

Response ..... Mr. Walden

Presentation of Guests and Staff ..... M. T. Puryear
Director, Southern Field Division
National Urban League

Announcements

Benediction

Equal Opportunity Day

National Chairman: John H. Johnson, President
Johnson Publishing Company
Chicago, Illinois

EQUAL OPPORTUNITY DAY, November 19, is a day set apart each year by the National Urban League, to focus attention throughout the United States on positive efforts to insure fair and equal treatment of all citizens, regardless of race, color, religion or national origin; and to remind Americans from all walks of life that the greatness of our country rests upon the principle of equal opportunity for all.

That day has been selected for this special observance because it is the anniversary of President Lincoln's famous Gettysburg Address, delivered on November 19, 1863; and because the President, in his First Message to the Congress, expressed the hope and concern that all citizens be afforded "an unfettered start and fair chance in the race of life."

THE NATIONAL URBAN LEAGUE inaugurated this annual EQUAL OPPORTUNITY DAY, in 1956, because Urban League leaders believed that it would be fitting to ask Americans from all walks of life to re-dedicate themselves, on one day each year, to the affirmation of their belief that "all men are created equal;" and to pledge their allegiance to the American way of life.

o———o———o

The Urban League is an interracial organization devoted to improving economic opportunities for Negroes and bettering race relations in America. It was founded in 1910 and, in 1960, celebrates 50 years of service to the American community.

NATIONAL URBAN LEAGUE

Henry Steeger
President, Board of Directors

Lester B. Granger
Executive Director

Julius A. Thomas
Director of Industrial Relations

Southern Field Division

M. T. Puryear, Director

Clarence D. Coleman
Assistant Director

Mrs. Mittienell L. Wheeler
Office Manager

Mrs. Alice C. Smith
Office Secretary

ATLANTA URBAN LEAGUE

J. B. Blayton. Sr.
Chairman, Board of Directors

R. A. Thompson
Executive Director

Mrs. Kathryn Brisbane
Community Services Secretary

Mrs. Myrtle T. Mickens
Office Manager

Mrs. Virginia B. Moore
Office Secretary

Mrs. Marva Judge
Receptionist

THE ATLANTA URBAN LEAGUE

Over Thirty-Five Years of Preventive Social Service

JAckson 1-2355 • 239 AUBURN AVENUE, N. E. • ATLANTA 3, GEORGIA

December 7, 1960

MEMORANDUM:

To: Members of the Board of Directors

From: J. B. Blayton, Sr., Chairman
R. A. Thompson, Executive Director

Re: Meeting of the Board

# # # #

Please come to the regular monthly meeting of the Board of Directors on Thursday, December 15, at 3:30 o'clock in the office of the League.

The agenda will include:

1. Announcement of Staff Changes
2. A Report on the Field Foundation Request
3. The Chairman's Report on "The National Urban League's Committee on the Revision of Terms of Affiliation."

WE EXTEND TO YOU AND YOUR FAMILIES THE SEASON'S GREETINGS!

1960

SUMMER PROGRAM

AVAILABLE TO RESIDENTS
IN THE
SOUTH ATLANTA COMMUNITY

Compiled by the
RECREATION COMMITTEE
OF
SOUTH ATLANTA COORDINATING COUNCIL

See What is Available to You or Your Child for the Summer
Phone Numbers Are Listed for Your Convenience in Making Inquiries and Arrangements

Compliments
ATLANTA URBAN LEAGUE
For Preventive Social Work
and
SOUTH ATLANTA COORDINATING COMMITTEE

AGENCIES LOCATED IN SOUTH ATLANTA

CARVER COMMUNITY CENTER

MA 2-0060 or MA 2-4426

Children

Elizabeth Burch Day Care Center—
Gate City Day Nursery Association
Boys, ages 3-10; Girls, ages 3-12
Full day program — Fees based on income and family's ability to pay

Scouts

Cub Scouts, ages 7-10

Day Camp

June 13-July 29 (see Recreation Department PL 8-1903)

June 13-July 22 (see YWCA. JA 3-0543)

Playground

Adults

Golden Age Club
2-4 PM, 2nd and 4th Thursday

Hobby Club
7-9 PM, 2nd and 4th Monday

Tenant's Association
8-10 PM, 1st Monday

Red Feather Club
8-10 PM, 2nd Friday

Bookmobile

3:00-7:00 PM
June 2, 16, 30—July 14, 28—Aug. 11, 25

BETHLEHEM COMMUNITY CENTER

MA 2-0919

Kindergarten

10 Weeks, June 6-August 12
Children 4-5 years
9:00-12:00 AM

Play Club

June 6-August 12
2:30-5:00 PM—Mon., Wed., Thurs.
Children 4-7 years

Day Camp

June 20-July 8
9:00-12:30
Boys and Girls 8-12 years
Fee—$2.50 for 3 weeks

Resident Camp—Rutherfordton, N. C.

August 1- 7—Boys and Girls, ages 10-12
August 7-13—Boys and Girls, ages 13-15
Fee—$10.00 per person

Playground

June 6-August 26
Mon. through Fri., 2:30-8:00 PM

Special Activities

Coed Hour, Tuesday 6:30-8:30
Modern Dance Classes, Wednesday PM
Bible Club, Friday 3:00-4:30 PM
Boys' Gym, ages 10-13, Thurs. 2:30-4:30, ages 14 and over, 6:30-8:30 Thurs.
Boys and Girls Softball to be arranged
Junior Baseball

Bookmobile

4:00-5:30 PM
June 1, 15, 29—July 13, 27—August 10, 24

CHURCHES

Daily Vacation Bible School

South Atlanta Methodist
Two weeks

Bowen Methodist

Mt. Pleasant Baptist

Providence Baptist

Emmanuel Baptist
Two weeks

Trinity A. M. E.

Macedonia Baptist

SCHOOLS

Price High School

Carver High School

Campbell Elementary School

Jones Elementary School

Slater Elementary School
Board of Education
Camp Program

Other Agencies Whose Programs Serve Residents of South Atlanta

YMCA—BUTLER STREET

JA 4-0246—Mr. Henderson

Day Camp—June 6-July 1
9:00 AM-4:00 PM—$3.00 per week
Butler Street—Westside—Perry Homes
Summerhill
Boarding Camp—July 6-August 17
Allatoona—$16.00 per week

YWCA—PHYLLIS WHEATLEY

JA 3-0543

Summer Program—June 13-July 22
9:00 AM-3:00 PM
Carver Community Center
$2.00 per week; $10.00 six weeks
Pioneer Camp Ida Prather
July 9-15, July 15-21
$13.00 per period

GIRL SCOUTS

TR 6-0734

Day Camp—3 periods of 5 days
June 13, 20, 27—8:00 AM-4:00 PM
Peach Haven Camp
$4.25 per week. Bring lunch
Boarding Camp, J. K. Orr
July 10-23—Girls 7-17
$25.00 Atlanta Area Girl Scouts
$27.00 non-Scouts

RECREATION DEPARTMENT

PL 8-1903

Day Camp—Carver Homes
9:00 AM-3:30 PM, ages 7-11
June 13-24—$6.00
June 27-July 8—$6.00
July 11-29—$7.50
Playground period to be arranged

BOY SCOUTS

JA 3-7805

Camp J. K. Orr—4 one-week periods, June 5-July 1
$12.50 per period, ages 11-17

CAMP FIRE GIRLS

JA 5-3481

Day Camp—June 6-30—Monday—Thursday
Stanton School
9:30 AM—3:30 PM
$3.00 per week
Boarding Camp—July 11-21
Camp John Hope
$30.00 members, $35.00 non-members

BOYS CLUB

JA 3-2695

Boarding Camp—June 12-18
Camp J. K. Orr
$12.00 fee

Other Activities All Summer:

games, gym, shop, swimming, basketball, softball, baseball, playground

GIRLS CLUB

JA 4-3361

Summer Program—2 sessions, 4 weeks each
Monday through Thursday, 10:00 AM-4:00 PM, June 20-July 14, July 18-Aug. 15
$3.00 full time for members
$4.00 for non-members
Holidays in Homemaking Skills

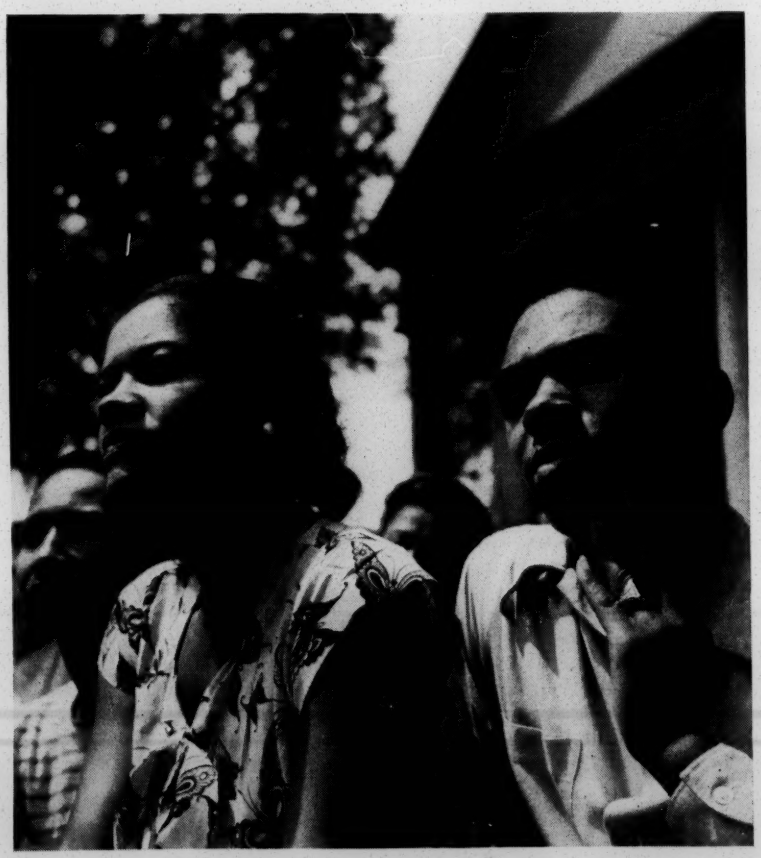
WESLEY COMMUNITY CENTER

RICHARDSON STREET MU 8-1482

Playground and other Summer Activities
June 18-August 18—9:30-11:30, 3:00-7:30
Day Camp—June 20-July 1

TIMELESS

THE TASK OF PREVENTIVE SOCIAL WORK



THE ATLANTA URBAN LEAGUE

ATLANTA URBAN LEAGUE

"For Preventive Social Work"

- To determine community needs and to interest individuals and groups in undertaking to meet these needs.
- To encourage, assist and engage in the improvement of economic, housing and health conditions of the Negro population.
- To attempt to avert potential community tensions before they arise.
- To coordinate and cooperate with existing agencies and organizations to further the program of the League.
- To promote the improvement of community relations and to further co-operation of groups in behalf of the common welfare.

* * *

"Since 1920, the Atlanta Urban League has worked efficiently and effectively to improve living conditions in the Negro community, promoting health and hospital services, vocational guidance programs, recreational facilities and better housing for Negroes. Its farsighted housing program . . . has helped to avoid racial tensions in the metropolitan area. The services provided by the Atlanta Urban League are essential to the welfare of the entire community."

—President, Atlanta Community Chest

BOARD OF DIRECTORS—J. B. Blayton, Sr., President, Morris B. Abram, F. V. Brooks, Miss Helen Bullard, W. S. Cannon, Dr. R. E. Clement, Dr. Robert L. Cousins, Mrs. T. L. Curry, Mrs. Edward Foster, Mrs. Harry M. Gershon, Phillip G. Hammer, J. R. Henderson, Jesse Hill, Jr., A. V. Jett, L. D. Milton, Mrs. William Pauley, Mrs. Brittian Pendergrast, Dr. Harry V. Richardson, James O'Hear Sanders, Mrs. James J. Selvage, Philip E. Shulhafer, Mrs. W. C. Thomas, A. T. Walden, Dr. S. Z. Westerfield, Mrs. J. R. Wilson, Jr., and Mrs. Clayton R. Yates. (Professional staff of other agencies serve from time to time as "Associates" of the Board of Directors.)

PROFESSIONAL STAFF—Mrs. G. T. Hamilton, Executive Director since 1943, Robert A. Thompson, Housing Director since 1942, Mrs. Kathryn Brisbane, Community Services Secretary since 1959, (Clarence D. Coleman on leave).

OFFICE STAFF—James E. Gilbert, Mrs. Myrtle T. Mickens, Mrs. Virginia B. Moore.

ATLANTA URBAN LEAGUE

FORTIETH ANNIVERSARY REPORT

1960

THIS is the story of the Atlanta Urban League . . . What it is . . . How it works . . . What it has done . . . and its plans for the future.

This report is the culmination of forty years of the Atlanta Urban League's work. It is a record of some of the measurable results of cooperative efforts of white and Negro citizens concerned about the potentials of their common community. It is a record of the gains to be the common community welfare achieved through such cooperation.

* * *

The Atlanta Urban League is a community service agency organized in Atlanta in 1920. It became a charter member of the Atlanta Community Fund four years later.

The Purpose

• *The purpose of the Atlanta Urban League* is to serve Metropolitan Atlanta through programs of preventive social work, directed towards improving the living and working conditions of the non-white third of the city's population. Improving the social health of the entire community is achieved through the discovery, analysis, and correction of conditions which cause social disorganization. The tools used are research, discussion, interpretation and negotiation.

• *A Board of Directors,* composed of responsible white and Negro citizens, plan together in behalf of the well being of the city and its people. The Board of Directors is responsible for developing program, securing support, and for the employment of responsible officers to implement and direct the program activity.

In Atlanta, as in other urban communities, the needs of preventive social work are greater than the resources available for meeting the needs. The Atlanta Urban League's Board of Directors chooses, therefore, to limit the areas of its program concentration, in the interest of increased effectiveness. Its choice for areas of program is based upon the evaluation of community needs, and the availability of necessary resources. Program in the areas of choice is continued for sufficiently long periods, to enable basic facts to be assembled, plans for community understanding and participation to be developed, and for measurable results of the program to be determined.

The Situation

• *The Setting* in which the Atlanta Urban League works offers challenging opportunity. Metropolitan Atlanta is a city of a million population, approximately 78 per cent white, and 22 per cent non-white. There is growth in all parts of the population, but the non-white group declines steadily as a proportion of the whole. The proportion of non-white to the total population, inside the present city limits, however, is steadily increasing and is now 36.5 per cent of the whole.

The thirty-six per cent of the population which is non-white, lives on only six per cent of the available residential land. The problem of housing congestion is complicated further by the fact that housing for an estimated 21,000 additional Negro families, must be found in the metropolitan area during the next five years. Ten thousand of these home seekers will result from inmigration and natural increases; eleven thousand will need new homes because of displacements caused by highway construction, urban renewal and other public improvement projects.

Atlanta has achieved rapid industrialization since the end of the war, and now offers more and greater variety of jobs than ever before. The city's "phenomenal growth" as an industrial center is illustrated by changes in the index of "value added by manufacture." According to a report of the United States Department of Commerce in 1959, comparing the economic progress of eight Southern Metropolitan areas (Atlanta, Birmingham, Chattanooga, Dallas, Houston, Louisville, Memphis and New Orleans) between 1949 and 1956, Atlanta ranked third among the selected cities in per cent of change in "value added by manufacture." There has been an increase of 213.8 per cent since 1949, or an increase of $516,000,000.

Atlanta is also a notable center for Federal agencies and their numerous subdivisions. According to estimates of the Employment Security Agency, in October 1959 there were 18,350 employees of Federal Government in Atlanta.

There is great disparity, however, in economic condition between the two racial groups in Atlanta's population. In 1956, it was estimated that the median family income of Negroes in Fulton and DeKalb Counties was $2,869. and the median family income for the white population of the same areas was $5,887.

The expanding economy of Atlanta offers many potential opportunities for Negroes equipped with the needed and necessary skills. There is considerable evidence, however, that Negroes are not presently participating in the new work occupations in any proportionate sense. There are gaps in both training opportunities and in the development of effective channels between workers and jobs. The relation of training, at early stages of education, to the specific skills required by new job opportunities is of growing importance to the employment opportunities of Negro youth.

PROGRAM REPORTS

• *Housing*

Atlanta, like all metropolitan areas of the United States, faces many problems related to adequate housing for a rapidly expanding population. The need for living space and decent housing is most severe for the Negro third of Atlanta's population.

A major program activity of the Atlanta Urban League is directed towards increasing the quantity and improving the quality of housing available to Negroes in new and undeveloped parts of the metropolitan area. The services of the Atlanta Urban League include: locating sites to be developed for housing; advising developers with regard to land acquisitions; research upon areas needing redevelopment; locating sources for the financing of housing; participating in studies of proposed renewal areas; assisting persons displaced by public improvements, or those "graduating" from public housing, to find housing within their means; interpreting urban renewal and the need for additional housing to community group.

Some of the *measurable results* of the Atlanta Urban League's housing program follow:

> More than 8,795 new housing units for Negroes were built in Metropolitan Atlanta between 1945 and 1956. Of these new units, 4,135 with an estimated mortgage of $32,680,000, are the result of the Atlanta Urban League's assistance. These housing units represent forty-nine per cent of the total new units occupied by Negroes during this period. The table which follows shows the location of these new housing units.

Location of Housing Units for Non-whites
ATLANTA, GEORGIA — 1945-1956

Type of Housing	*Total*	*Old City*	*Annexed Areas*	*Outside Central Area*
Total	**10,554**	**3,919**	**5,953**	**682**
New Housing	**8,545**	**2,293**	**5,570**	**682**
Used Housing	**2,009**	**1,626**	**383**	------

> Five urban renewal projects are in process of development in Atlanta. Three of these, University, Thomasville and Rockdale, are the result of Atlanta Urban League studies and proposals.

• Community Services

As individuals are the "clients" of some social agencies, the community itself is the "client" of the Atlanta Urban League. In some cases a community group seeks help in solving a health, an educational, or other neighborhood problem. In other cases, the Atlanta Urban League notes a need and organizes groups to make constructive action possible in the area affected.

Since 1947, the Community Services Department of the Atlanta Urban League has carried responsibility for residential solicitation in the Community Chest Campaign. The amounts raised by this division have increased from $5,000 in 1947, to $23,586 in 1959. The activity demonstrated the need for continued interpretation throughout the year of the services and programs of Community Chest agencies. Some "Red Feather" Clubs were organized in neighborhoods to serve this purpose. Other groups, interested in neighborhood improvement, have sought the assistance of the Atlanta Urban League in the development of their programs. Representatives of such groups have been united since 1956 in the Atlanta Urban League's Council of Neighborhood Organizations. These groups cooperate in the annual citywide registration effort.

In 1958, after a survey and study of the area, a South Atlanta Coordinating Council was organized by the Atlanta Urban League. The Council provides a channel for cooperative action by churches, schools, PTA's, civic groups, social welfare, health and housing agencies to meet the needs of this rapidly expanding part of the city.

These services make it possible for indigenous leadership of neighborhoods to work together on common interests and problems. Residents of new neighborhoods, developing as a result of relocation, are helped to relate to their new communities and to grow in civic and social responsibility.

Some measurable results of this part of the Atlanta Urban League's program are:

Neighborhoods have secured street and sidewalk pavement.

Water, gas, sewer lines and traffic lights have been obtained.

School policewomen have been assigned; additional public schools, public health, recreational services, and day care facilities have been provided; voter registration has steadily increased; adult educational programs, with the assistance of the Atlanta Medical and Bar Associations, have been offered.

These and similar community improvements are the result of cooperative community action, stimulated and assisted by the Atlanta Urban League.

• *Health and Hospital Services*

Spalding Pavilion of Grady Memorial Hospital is the result of an Atlanta Urban League report on health and hospital needs of Negroes in Atlanta and of community planning, organized by the Atlanta Urban League, with representatives of public and private agencies.

The need for training opportunities for Negro medical, nursing and technical personnel, required for more adequate health services for a growing population, was pointed out by the Report. Spalding Pavilion, through its relationship to Grady Hospital, was developed for these purposes, as well as to provide needed hospital facilities.

An approved graduate surgical training program began in 1958. Planning for graduate training in other clinical areas is underway. Other needed training opportunities for technical and nursing personnel are as yet unavailable.

The number of new positions now available to Negroes, through the operation of Spalding Pavilion, is one measurable result of the Atlanta Urban League's program.

> A total of one hundred and forty job opportunities is completely new for Atlanta's Negro population. Of these, fifty-one are professional and eleven are administrative positions.

• *Employment and Counseling*

Occasional counseling is provided high school and college students who seek the League's assistance in securing employment. A pilot project to increase civil service employment of qualified Negro young people began in 1959. Faculty members of commercial subjects in Atlanta schools are cooperating in this effort.

Relationships with a wide variety of public and private agencies result in the Atlanta Urban League being called upon regularly to assist in developing new jobs, and in the guidance and referral of qualified persons to such positions. The recent referral of persons for employment as firemen is an example of such a relationship. The employment of Negro firemen by railroads is one of the objectives of the International Association of Railway Employees.

• *Information Service*

The Atlanta Urban League is called upon for information, interpretation, advice and special services, by individuals and organizations interested in Atlanta and the Negro third of the city's population.

During the past year, more than 100 foreign visitors have been served by the Atlanta Urban League as a result of referrals from the United States

Department of State and national social welfare agencies. The countries represented by these guests include: Japan, Indonesia, Malaya, East Pakistan, Singapore, Sweden, Belgium, Switzerland, England, France, The Netherlands, Germany, Mexico, Brazil, South Rhodesia, Ghana and South Africa.

• *Consultative Services*

The professional staff of the Atlanta Urban League is called upon from time to time for consultative services to other regional and national organizations. Recently, the Executive Director has provided such service for the National Student YWCA and for its Special Project for Leadership Development and to the National Student Association. The Housing Director has provided similar service for the following groups: The National Commission on Race and Housing, The National Manpower Council and The National Association of Realists.

• *Professional Training of Social Workers*

The Atlanta Urban League supervises students of the Atlanta University School of Social Work who are training in Community Organization. This enables the agency to participate in the development of professional social workers needed in the state and the nation.

* * *

Financial support for the Atlanta Urban League's program is provided individual memberships, by contributions and by the Community Chest. It is one of sixty-two affiliates of the National Urban League, and one of the fifty-seven agencies of the Community Chest. Contributions to the Atlanta Urban League are deductible for income tax purposes.

THRU THE YEARS

1920 - 1930:

The Atlanta Urban League was organized and chartered; "Banking Scouts" were organized to encourage thrift in the public schools; training program and placement bureau for Negro workers was operated; Atlanta Community Fund was organized and the Atlanta Urban League accepted as a charter member; Negro matrons were secured for police court; first maternal health and baby clinic for Negroes was established with the cooperation of the city and state health departments and the U. S. Children's Bureau; cooperated in successful efforts to continue six night schools for Negroes; field work training for students of Atlanta School of Social Work was begun; efforts made to secure development of park and recreation areas for Negroes and cooperated in survey of colored blind for the Georgia Association of Workers for the Blind.

1930 - 1940:

Training courses were conducted to increase efficiency and raise working and living standards of Negro workers; efforts made to insure Negro participation in benefits of social legislation; neighborhood club program extended; classes conducted for illiterates under FERA program; organized Atlanta Vocational Guidance Council and conducted programs for interpretation of the Social Security Act; assisted Negroes' adjustment to problems caused by the tornado disaster in Gainesville; directed study of Negro unemployment and cooperated in securing enforcement of regulation guaranteeing employment of skilled Negro workers in the U. S. Public Housing Program.

1940 - 1950:

Conference held by Negro and white ministers to consider improvement of race relations in Atlanta through the churches; concentrated work to adjust grievances of Negro workers at Atlanta General Depot; organized Council for Defense Training which resulted in the first aircraft training unit for Negroes in the South; conducted programs for interpretation of manpower utilization, price control and rationing; counseling with Bell Aircraft Officials resulted in employment of a Negro employment interviewer, personnel counselor and three Negro nurses; Report of Public School Facilities for Negroes published; Citizens Committee on Public Education organized and program started; School Bond program voted with equitable share for Negro school improvements; Report on Hospital Care of the Negroes in Atlanta published; proposed areas for housing expansion in Atlanta published; Fair Haven Subdivision developed and sold in the Number One Expansion area with the Atlanta Urban League as sponsor; Veterans Housing Cooperative organized and plans announced for new Negro private hospital.

1950 - 1960:

Highpoint Apartments developed in Second Expansion area and 990 public housing units proposed in the same area; Trustee Board of Spalding Pavilion appointed; Atlanta Urban League initiates "Red Feather Tours;" tours produce largest number of Chest campaign workers and Negro Division exceeds largest goal; Hughes Spalding Pavilion of Grady Memorial Hospital opens for service; Carver Community opens 990 Housing Units, further developing Number Two Expansion area; Neighborhood Union Health Center opens culminating Atlanta Urban League's efforts to establish comprehensive health service, staffed by Negro personnel, convenient to residential areas; Perry Homes opens, providing public housing units for 1,000 families to Expansion area Number Three; alley clearance program results in relocation of slum dwellers to improved housing; Urban League Council of Neighbor-

hood Organizations formed; U. S. Public Health Service makes grant in support of graduate surgical training program—Spalding Pavilion-Grady Hospital; South Atlanta Coordinating Council organized; five Urban Renewal Projects approved—including University, Thomasville and Rockdale, recommended by the Atlanta Urban League.

1960 AND THE FUTURE

As Atlanta's metropolitan growth continues, the demands will increase for more and better prepared workers . . . for more and better housing . . . for more and better health, educational, recreational and welfare services . . . and for more and better prepared leadership required by a great and growing metropolis.

The non-white third of the city's population who share the dreams and hopes for the city's growth and continued development must be enabled to share increasingly, the responsibilities and rewards inherent in this growth. There must therefore be programs to increase the opportunity for its youth to be trained to meet the needs of a modern economy. . . . There must be programs to increase the earlier guidance of its youth towards the education and training needed for today . . . and tomorrow. . . . There must be programs to increase readiness to use all available and prepared manpower to fulfill the industrial potential of the metropolitan area. . . . There must be programs to develop better channels between prepared workers and work opportunities. . . . There must be programs to increase community-wide understanding that all the city's people require and must be provided, safe and sanitary housing which they can afford . . . All of the city's people must become full participants in the opportunities and the services afforded by a growing city's progress.

These are the programs of preventive social work to which the Atlanta Urban League is committed.

The work of one year cannot be separated from that of the years before nor from that of the years to come. Preventive social action must continue from year to year . . . proceeding from basic fact-finding to plans for remedial action, to the ultimate correction of conditions which limit our city's potential development. Increased community understanding of the needs, and increased support by the community of programs of preventive social action will make possible continued progress towards the goals defined in the Atlanta Urban League's purpose.

To: Members and Friends of the Atlanta Urban League

From: The Board of Directors - J. B. Blayton, Sr., Chairman

# # # #

GRACE TOWNS HAMILTON, who has served the Atlanta Urban League as Executive Director since March, 1943, has resigned to assume a position in September with the National Women's Christian Association as Community Relations Consultant in the Southern Region. ROBERT A. THOMPSON, JR., who has been the Associate Director for Housing, has been elected Executive Director.

Mrs. Hamilton served as Executive Director for a longer period than any other person in the forty years of the Atlanta Urban League's history. She paid tribute to "the rewarding associations with a loyal and conscientious staff, with the public-spirited citizens who have been members of the Atlanta Urban League and the Board of Directors, and the many other persons in other organizations and agencies with whom the Atlanta Urban League works for the welfare of all Atlanta."

During Mrs. Hamilton's seventeen and one-half years with the Atlanta Urban League, the agency has made a number of notable contributions to the welfare of the community. Among these may be listed the following:

1. The development of Hughes Spalding Pavilion of Grady Memorial Hospital:- This 125-bed private wing has provided needed hospital facilities for the community; it has provided more than one hundred new occupational opportunities for Negroes in technical and professional classifications; and has made possible the beginning of a graduate medical training program for Negro physicians utilizing the tax supported public hospital.

The Atlanta Urban League's Report of Hospital Care for Negroes in Atlanta, as early as 1948, brought to public attention these and other gaps in public health facilities and services.

2. Improvement of public school facilities following the Atlanta Urban League's Report of Public School Facilities for Negroes in Atlanta, published in 1944, and the wide interpretation of needs by a Citizens Committee on Public Education:- Prior to this Report, public schools attended by Negro children in Atlanta had neither kindergartens nor clerks employed for assistance in school routines.

3. Improvement of recreational facilities for Negroes following the Atlanta Urban League's Report of Parks and Public Recreational Facilities for Negroes in Atlanta, (1954), and as a result of continuing community organization and cooperative action with such groups as the South Atlanta Coordinating Council and the Atlanta Urban League Council of Neighborhood Organizations.

The Atlanta Urban League's housing program, developed under Mr. Thompson's leadership, has achieved national attention and recognition. Mr. Thompson is a graduate of Morgan College with a graduate degree from Atlanta University. His staff affiliation with the Atlanta Urban League began in 1942, was interrupted by army service; and since 1946, has been that of Housing Director.

Mrs. Hamilton is a graduate of Atlanta University, with a graduate degree from Ohio State University. Her professional experience, prior to the Atlanta Urban League, included faculty positions with Clark College, the Atlanta School of Social Work and LeMoyne College, and as Secretary for Interracial Education with the College and University Division of the National Y.W.C.A. During 1954-'55, she took a leave of absence to serve as Associate Director of the Southern Regional Council. She is married to Dr. Henry Cooke Hamilton, Registrar of Morehouse College. Her parents, Mr. and Mrs. G. A. Towns have long been identified with the educational

and civic welfare of Atlanta.

The Board of Directors of the Atlanta Urban League in expression of good wishes to Mrs. Hamilton, and confidence in Mr. Thompson, quoted from the Fortieth Anniversary Report of the Atlanta Urban League as follows:

> "The work of one year can not be separated from that of years to come. Preventive social action must continue from year to year...proceeding from basic fact-finding to plans for remedial action, to the ultimate correction of conditions which limit our city's potential development".

AFTER THE FIRST OF SEPTEMBER, MRS. HAMILTON
CAN BE REACHED IN CARE OF THE NATIONAL YWCA
41 EXCHANGE PLACE, S. E., ATLANTA 3, GEORGIA

CHRONOLOGY OF EXECUTIVE STAFF

ATLANTA URBAN LEAGUE

1920-1960

: : :

1920 - 1922	LEMUEL FOSTER -	Present Position - Investment Counselor - New York City
1922 - 1924	CYRUS CAMPFIELD	(Deceased)
1924 - 1926	J. W. CRAWFORD	Present Position Unknown
1926 - 1927	ALONZO THAYER	(Deceased)
1927 - 1929	JULIUS A. THOMAS	Present Position - Director of Industrial Relations National Urban League
1929 - 1931	J. A. MORRIS	(Deceased)
1932 - 1936	REGINALD JOHNSON	Present Position - Housing Secretary National Urban League
1936 - 1940	J. C. McMORRIES	(Deceased)
1940 - 1943	WM. Y. BELL, JR.	Present Position Unknown
1943 - 1960	MRS. GRACE T. HAMILTON - To National Y.W.C.A.	
1960 -	ROBERT A. THOMPSON	

A Red Feather Agency

OCCASIONAL PAPERS

From THE ATLANTA URBAN LEAGUE . . . *Pioneers in Preventive Social Work*

239 AUBURN AVE., N.E., ATLANTA 3, GA.

BEST COPY AVAILABLE

ATLANTA URBAN LEAGUE
BOARD OF DIRECTORS
1959 - 1960

Name	Address	Zone	Tele. No.
ABRAM, Morris B.	Bus. 1504 Healey Building	3	JA 5-3472
	Res. 3620 Ridgewood Rd., NW	7	CE 7-3571
BLAYTON, J. B., Sr.	Bus. 205 Auburn Avenue, NE	3	JA 3-8282
	Res. 1235 Hunter Road, NW	14	PL 3-5324
BROOKS, F. V.	Bus. 229 Auburn Avenue, NE	3	JA 1-2305
	Res. 2875 Baker Ridge Dr., NW	18	SY 4-5728
BULLARD, Miss Helen	Bus. Whitehead Building	3	JA 2-3594
	Res. 199 - 11th Street, NE	9	TR 4-3986
CANNON, W. S.	Bus. 859½ Hunter Street, NW	14	JA 2-9699
	Res. 956 Washington Pl., SW	14	PL 3-1994
CLEMENT, Rufus E.	Bus. Atlanta University	14	JA 3-6431
	Res. 691 Beckwith Street, SW	14	MU 8-9157
CURRY, Mrs. T. L.	Bus. Spelman College	3	MU 8-5765
	Res. 50 White House Drive, SW	14	PL 3-0593
FOSTER, Mrs. Guthrie	Bus. Atlanta Art Institute 1236 Peachtree Street, NE	9	TR 3-3788
	Res. 210 North Avenue, NW	8	TR 4-8923
GERSHON, Mrs. Harry M.	Res. 1336 Harvard Road, NE	6	DR 3-6837
HAMMER, Phillip G.	Bus. 70 Fairlie Street, NW	3	JA 4-6441
	Res. 3483 Ridgewood Road, NW	7	CE 3-0995
HARRIS, James B.	Bus. 239 Auburn Avenue, NE	3	JA 3-8191 JA 2-3225
	Res. 1478 Mozley Drive, SW	14	PL 8-6111
HENDERSON, J. R.	Bus. 1041 Kerry Drive, NW	18	SY 4-1591
	Res. 1691 Simpson Road, NW	14	SY 4-6836
HILL, Jesse, Jr.	Bus. 148 Auburn Avenue, NE	3	JA 1-0513
	Res. 360 Simpson Terrace, NW	14	SY 4-4026
JETT, A. V.	Bus. 9½ Ashby Street, NW	14	JA 2-3492
	Res. 1158 Fountain Drive, NW	14	PL 8-3878
MILTON, L. D.	Bus. 212 Auburn Avenue, NE	3	JA 4-0614
	Res. 529 Waterford Road, NW	18	SY 4-1078
PASCHALL, Mrs. Walter	Res. 470 Chelsea Circle Decatur, Georgia		DR 3-7498

Name	Address	Zone	Tele. No.
PAULEY, Mrs. Frances T.	Res. 943 Clifton Road, N. E.	7	DR 3-6735
PENDERGRAST, Mrs. Brittian	Res. 1700 W. Paces Ferry Rd, NW	9	CE 3-8103
RICHARDSON, Harry V.	Bus. Gammon Theo. Center	15	MU 8-8311
	Res. 9 McDonough Boulevard	15	JA 5-8843
SANDERS, James O'Hear	Res. 67 Blackland Road, NW	5	CE 3-2530
SEARCY, Rev. E. R.	Bus. 137 Boulevard,.N. E.	12	JA 4-5588
	Res. 709 Willoughby Way, NE	12	MU 8-4630
SELVAGE, Mrs. James J.	Res. 2416 Dellwood Drive, NW	9	CE 7-6109
SHULHAFER, Phillip E.	Bus. 245 N. Highland Ave., NE	12	JA 5-5311
	Res. 2637 Dellwood Drive, NW	9	CE 3-8967
THOMAS, Mrs. W. G.	Bus. Spelman College	3	MU 8-5765
	Res. 10 Anderson Avenue, NW	14	SY 4-1507
WALDEN, A. T.	Bus. 28 Butler Street, NE	3	JA 3-0551
	Res. 980 Westmoor Drive, NW	14	JA 2-9706
WESTERFIELD, S. Z.	Bus. Atlanta University	14	JA 3-6431
	Res. 634 Beckwith Street, SW	14	MU 8-1998
WILSON, Mrs. J.R.,Jr.	Res. 1487 Mozley Drive, SW	14	PL 5-1371

ASSOCIATE MEMBERS

COUSINS, R. L.	Bus. 811 Cypress Street, NE	8	TR 5-0279
	Res. 755 Greenview Avenue, NE	5	CE 3-1773
FLEMING, Harold C.	Bus. 63 Auburn Avenue, NE	3	JA 2-8764
	Res. 126 The Prado, N. E.	9	TR 4-2341
KAHN, Edward M.	41 Exchange Place, SE	3	JA 5-4825
	Res. 55 Brighton Road, N. E.	9	TR 2-7327
YATES, Mrs. M. M.	Bus. 300 Roy Street, S. W.	10	MU 8-3203
	Res. 1221 Hunter Road, N. W.	14	PL 3-0768

EX-OFFICIO MEMBER

HALL, Mrs. Annie D. Guild President	Res. 24 Ollie Street, N. W.	14	PL 3-8103

ATLANTA URBAN LEAGUE

1959 - 1960 Officers and Committees

# # # #

Officers

J. B. Blayton, Sr.	President
J. R. Henderson	Vice President
James O'Hear Sanders	Vice President
W. S. Cannon	Treasurer
Mrs. Harry M. Gershon	Secretary

Executive Committee

Officers above and
Phillip G. Hammer
Mrs. Frances T. Pauley
Harry V. Richardson
A. T. Walden

(The President - ex officio, all committees)

Program Committee - James O'Hear Sanders, Chairman

Miss Helen Bullard
Jesse Hill, Jr.
A. V. Jett
Mrs. Walter Paschall
E. R. Searcy
Mrs. James J. Selvage
Mrs. W. G. Thomas
A. T. Walden
Mrs. J. R. Wilson, Jr.
Phillip G. Hammer, Consultant

Administration Committee - J. R. Henderson, Chairman

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R. E. Clement
Mrs. Harry M. Gershon
Mrs. Guthrie Foster
Mrs. Frances T. Pauley
Phillip E. Shulhafer
Phillip G. Hammer, Consultant

Program Sub-Committees

Vocational Education - J. R. Henderson, Chairman
A. V. Jett
R. L. Cousins

Hospital Services - L. D. Milton, Chairman
Phillip Shulhafer
James O'Hear Sanders
James B. Harris

Administrative Sub-Committees-

Finance - - - - - - - W. S. Cannon
F. V. Brooks

Nominations- - - - - - Harry V. Richardson, Chairman
Mrs. T. L. Curry
Mrs. Brittian Pendergrast

STATE OF GEORGIA

COUNTY OF FULTON

TO THE SUPERIOR COURT OF FULTON COUNTY:

The petition of JACK DORSEY, a citizen of the State of Georgia, and a resident and taxpayer of the City of Atlanta, and Dekalb County, Georgia, shows to the court the following facts, to-wit:

1

That the defendant is The City of Atlanta, a municipal corporation, existing by virtue of the laws of Georgia, and its central government and its City Hall is located in Fulton County, Georgia, and within the jurisdiction of this Honorable Court.

2

Plaintiff shows that each year, and particularly during the years of 1958, 1959 and 1960, there did exist in the City of Atlanta, a committee or association of presumably high type residents and citizens of Atlanta and suburban sections and areas, including Cobb, DeKalb and Fulton Counties, engaged in soliciting and collecting funds for many and varied supposedly and allegedly charitable organizations, associations and institutions, some of which may be incorporated and which some are not incorporated; being such as The Salvation Army, the Atlanta Legal Aid Society, and The Family Service Society; and known and referred to as The Atlanta Community Chest, and the funds so solicited and collected by said Atlanta Community Chest and received by same being for the public good and welfare, aiding various needy societies and organizations, namely for charitable, public welfare and education, and such funds that were received by said Community Chest have been allocated for general good and needed welfare for the general public of the City of Atlanta and the outlying sections therein as above referred to and named.

3

Petitioner further shows that the funds received by said Atlanta Community Chest for the year 1959 amounted to $2,233,795.00 and that such sums, after payment of operating expenses, there were then allocated to various associations, presumably for charity, the public welfare etc., to promote education and similar matters, various sums, and there was allocated and given to the Atlanta Urban League the approximate sum of $29,000.00 by said Atlanta Community Chest, and $1,000.00 was given and paid out of the treasurery of The City of Atlanta to said Urban League.

Petitioner further shows that the Atlanta Urban League is not any organization or association or other body or institution engaged in doing purely charitable and educational, public and general welfare work; but the Atlanta Urban League is an organization or association in which its major work is engaged in creating racial discontent and strife between the caucasian and Negro people in this section and area and is fostered by and composed of numerous persons, the names being unknown to petitioner but well known to said defendant; and that said conduct of the Atlanta Urban League is antagontistic toward the present form of government of The United States and is endeavoring chiefly and indoctorinate the young of both the caucasian and Negro races to accept and believe communistic ideas; and encouraging the intergration of our schools and fostering and promoting the violation of the laws of this State and area by having colored youths to sit themselves on the public buses beside white people as well as to do other acts such as entering churches and public stores and places owned and used exclusively by white or caucasian people for the sole purpose of creating hatred and strife among the two races of people. The results of the conduct of the Atlanta Urban League, by and through its members, is not for the purpose of creating good will among the races or to promote the welfare and good for the races, but is being used to create friction and discontent among the caucasian and colored races.

5

Petitioner further shows that on information and belief, he varily believes that the Atlanta Urban League is a member of and belongs to The National Urban League, and the latter organization receives a portion of all funds donated to the said Atlanta Urban League, which national organization is avowedly communistic organization engaged in the promotion of racial strife and is thereby seeking to promote communism through racial strife; and said national group is under the leadership of persons who are communisticly inclined and who espouse the overthrow of this government and do seek to undermine our doctrine by teaching to its members communistic doctrines and by seeking to cause our people, and particularly our youth, to become communisticly inclined, and to espouse intergration in our schools and elsewhere so as to bring about racial hatred and strife, and thus to undermine the government of These United States.

6

Petitioner further shows that the Atlanta Urban League is not entitled to receive any portion of the taxes collected by The City of Atlanta or any of the funds allocated by the Community Chest; because said Urban League is an organization engaging in causing strife and discontent and friction among the races as heretofore mentioned and set out; and is not devoting its time, resources and efforts toward the good of the general welfare of the white and colored races.

7

Petitioner further shows that the Atlanta Urban League has received and did receive during the years 1958, 1959, and 1960 the sum of $1,000.00 of the taxpayer's money from the treasurer of the City of Atlanta; and that such payment was illegal, unlawful and has been donated to an organization not for charitable purposes and to promote good will and welfare among the races, but said sums of money have been used to promote friction, hatred and strife among the caucasian and colored races, and has been used to sponsor "sit in" demonstrations by colored people and to promote ill-will and hatred among the races; and for this reason said defendant, namely, The City of Atlanta, under law and equity, should be temporarily and permanently restrained from giving or donating said taxpayers' money to said Atlanta Urban League; and the acts and conduct of the said defendant in donating the same is illegal, unlawful and unauthorized.

8

Petitioner further shows that the only proper and available relief is through a court of equity to enjoin the defendant from any further payment by it to said Atlanta Urban League and he shows that he has no proper, adequate and available remedy at law and that he is filing this petition for equitable and injunctive relief in his own behalf and on behalf of all other citizens and taxpayers of the City of Atlanta.

9

Plaintiff further shows that he has a pecuniary interest in said tax fund of defendant and is being harmed by the unauthorized and illegal diversion and payment of said sum as heretofore mentioned, to the Atlanta Urban League.

10

Petitioner further shows that said defendant, the City of Atlanta, will continue to give, donate or contribute to said Atlanta Urban League for the year 1961 and each year thereafter unless this Honorable Court restrains and enjoins them from doing so.

WHEREFORE, petitioner prays that process issue in terms of the law; that the defendant be temporarily and permanently restrained from paying out any sums whatsoever to the Atlanta Urban League; and that upon the trial and hearing of this petition that said injunction be made permanent; and that petitioner likewise prays that a rule nisi issue requiring said defendant to appear in this court and show cause why it should not be restrained as prayed.

(Signed) James R. Venable
Attorney for Plaintiff

GEORGIA, DEKALB COUNTY:

Personally, appeared before the undersigned attesting officer, comes Jack Dorsey, who under oath deposes and says that the facts and matters set forth in his petition are true.

(Signed) Jack Dorsey

Sworn to and subscribed to before me
this the 9 day of January, 1961.

Notary Public

****

ORDER

The foregoing petition read and considered. Let a copy of same together with a copy of this order be served on the defendant by serving its Mayor, Honorable William B. Hartsfield. Let the defendant show cause before the non-jury division of this Court as to why it should not be temporarily enjoined as prayed, at the Fulton County Courthouse at 9:30 A. M. on the 25 day of Jan., 1961, then and there to be heard.

This the 11 day of January, 1961

(Signed) George P. Whitman, Sr.
Judge, Superior Court, Atlanta
Judicial Circuit

January 13, 1961

MEMO:

To: J. B. Blayton, Sr. - Atlanta Urban League

From: L. F. Kimball - National Urban League

Re: Affiliate Relationships

# # # #

I. How much money should the National Urban League have to perform efficiently and fulfill its mission?

(a) It would seem reasonable to suppose that local Leagues would have to work their problems out with each community and that a job in Baltimore would in no way be equal to a job in Chicago, for example.

(b) National should not operate as a "super local," but should supply inspiration and leadership to local Leagues. It also should function as a service station and with a field staff that could be available on call to back any local League in terms of program, fund-raising or community organization.

II. Local Leagues will get their money through Community Chests or otherwise as they are successful in recruiting strong lay leadership locally. There is no short-cut to this. I think they could be given real impetus if the hundred largest corporations were reserved for National solicitation with local allocations made by the Company itself. This would permit solicitation at the top and it would be possible to ask for money against a total need. Much larger sums should be forthcoming.

III. It seems to me that it would make sense to divide the National budget into two halves; one half made up altogether of service to local Leagues. This half should be completely covered by quotas accepted by local Leagues. National would raise the rest of the budget through National solicitation and through membership dues.

IV. I believe there should be a brand new approach to the National Budget Committee and to the Community Chests as a group. I see no reason why Community Chests should not all support the Urban League whether or not they have a local chapter. They accept very generally quotas for The National Social Welfare Assembly, for the USO, and for other causes irrespective of local operations. This will not happen overnight when it comes to the Urban League, but it is worth a try.

V. It would seem to me that one of the earliest additions to the National staff should be a person expert in fund-raising and he should be made available to local Leagues for consultation and for organizing local campaigns where necessary.

VI. One of the most serious handicaps which the League faces is that of lack of Negro support. It is very difficult to answer the question "Why don't the Negroes support their own agency." It seems to me this is an area for further study by a special committee.

RECEIVED FEB 3 1961

January 19, 1961

MINUTES: ATLANTA URBAN LEAGUE BOARD OF DIRECTORS

ATTENDANCE: Messrs. Blayton, Henderson, Jett, Shulhafer, and Rev. Searcy; Mesdames. Gershon, Hall, Pauley, Thomas and Selvage.

STAFF: Mr. Thompson, Mrs. Mickens, Mr. Arnold, Miss Gary, Mr. Vatti and Mrs. Moore.

The Atlanta Urban League Board met on the above date at 3:35 P. M., with the Chairman, Mr. Blayton, presiding.

THE AGENDA INCLUDED:

Correspondence from the National Urban League - Affiliate Relationships

Correspondence from Mr. Kimball, Chairman of the Finance Committee, to Mr. Blayton in connection with Affiliate Relationships was read. Mr. Steeger, Chairman of the Board of the National Urban League, also sent a very brief memorandum relative to same. It was suggested that a committee be appointed from our Board by the Chairman to work with him on the suggestions. The committee is as follows: Mr. Philip Hammer, Dr. Harry V. Richardson and Mrs. Frances Pauley. Mr. Blayton asked Mr. Thompson to communicate with Mr. Hammer and Dr. Richardson.

Suit of the City

Mr. Thompson read injunction filed against the City relative to Contributions made to the Atlanta Urban League and stated that it would be mimeographed and mailed to each Board Member. Mr. Walden, who was out of town, was of the opinion that an attempt would be made to get the hearing delayed. Mr. Thompson stated that it was not known what the City proposes to do, and that the City has made the allocation and notified the League of same, but has not sent the check. Mr. Walden thought that the charges (while they are false) should be answered. The Chairman noted that he, too, had talked with Mr. John White, and Mr. White was not sure what disposition the City would do in answering the Suit and making the allocation. The question was asked, How did the City start giving money to the League? Mr. Blayton explained that Mr. Thompson had been working unofficially for the City, in its Alley Slum Clearance Program, finding adequate housing for displacees who are affected by Urban Renewal and also decent housing for people who are not eligible for public housing. Mr. Blayton further explained that the money was not a gift but was given for services rendered the City by the League. Mr. Blayton said that Mr. Walden would draw up a memorandum in support of the League to show that the $1,000 was given for services rendered by the League. The question was asked, if it was necessary for members of the Board to sit in on the Hearing and the Chairman stated that if it was necessary, he would notify them.

Publicity

It was suggested that the League needs some good publicity about its purpose and program. It was stated that the citizens of Atlanta needed to know more about the League.

One specific suggestion was offered - that it would be good to take one phase of the program at a time and interpret it thoroughly to the public. It was unanimously agreed that good publicity at this time was quite appropriate. Mr. Thompson reported that two hate letters had been received. A letter was read to the Board. He explained that the second letter was a copy of the letter received by the League that had been sent to Mayor Hartsfield.

Mr. Blayton stated that if the League or Guild wanted time on WERD to interpret the program and purpose of the League to the citizens of Atlanta, he thought it could be arranged. It was stated that the Board members would welcome any counseling in order to be prepared to make intelligent statements about the League in case they were asked. The Chairman stated that a short brief would be made and mailed to each Board member.

Mrs. Hall announced that the Atlanta Urban League Guild would worship in a Body at Warren Methodist Church, Sunday, February 12, 1961, at 11:00 o'clock services and that information about the League would be divulged to the congregation.

The Executive said that he had talked with Mr. Eugene Patterson, Editor of the Atlanta Constitution, and an appointment is pending for talk about the Housing Program of the League. It was also suggested that if any letters were to be written about the functions of the League to the papers, they should be cleared through the League.

Budget

Mr. Blayton passed previously approved Budget for 1961 to the Members of the Board for their signatures.

Staff Reports

Mr. Harold Arnold was introduced to the Board, as Vocational Guidance Secretary. The Board very warmly received him. Mr. Arnold stated that he was happy to be a member of the Atlanta Urban League staff and would work to the best of his ability to satisfy both staff and Board. Conferences have been held with Dr. Hilliard Bower and Resource Counselors along with Mrs. Hall, pertaining to frequent absences and drop-outs of students in the schools. Plans are being formulated for minimizing this problem. It was reported that inasmuch as there were only four counselors in the school system, the Board of Education needs the services of social agencies to help solve this problem. Eight cases would be referred to the League immediately for assistance. It was stated that requests from three schools for occupational assistance and that fourteen persons had come into the office for assistance in securing jobs.

Mr. Henderson stated that he would request that a committee of the Board work with this department. The chairman injected that we already have a committee and suggested that this committee work with Mr. Arnold. Mr Henderson further stated that he thought the committee should concentrate on the following items and in the order in which they are stated:

1. Vocational Training
2. Industries to open up some jobs to our people
3. Drop-outs.

Mrs. Mickens reported that her department was working with two groups, South Atlanta Coordinating Council and the Council of Neighborhood Organizations. She also said that in addition to this she was working with the Metropolitan School Development Council of Atlanta and Fulton County in presenting a series of 92 one-half lessons to adults. She was lending assistance in helping to secure Centers, recruiting teachers, locating people to attend classes and securing scholarships for those who are not able to pay. She stated that she also supervises students in Community Organization from the School of Social Work. The students were present and introduced to the Board.

Mr. Thompson reported that he was working on plans for the First Congregational Church for an International House. He said that plans would be submitted to the Rockefeller Foundation for a grant of $6,715,000.00. He was asked if this was in the area of the Urban League work and he stated that to him, it was just another job in housing and a service to the community. A short discussion followed about the project. There were some favorable comments lauding the need for such a project.

Mr. Blayton thanked the group for all of their suggestions and apologized for the lengthy meeting. Meeting adjourned at 4:45 P. M.

Respectfully submitted,

J. B. BLAYTON, CHAIRMAN

REBECCA M. GERSHON (MRS. HARRY)
SECRETARY

February 28, 1961

Dr. E. A. Jones
1341 Booker Street, S. W.
Atlanta, Georgia

Dear Dr. Jones:

I greatly regret that next Friday, January 3rd will find me in Washington, for I would very much like to attend your meeting concerning the proposed International House. As Bob Thompson may have told you I am keenly interested in this undertaking. I hope that I will be able to be helpful to the effort as it progresses.

Cordially,

Harold C. Fleming
Executive Director

HCF/mf

THE ATLANTA URBAN LEAGUE

Over Thirty-Five Years of Preventive Social Service

JAckson 1-2355 · 239 AUBURN AVENUE, N. E. · ATLANTA 3, GEORGIA

February 24, 1961

MEMORANDUM:

To: Messrs. Simon, Bowen, McEwen, Fleming

From: E. A. Jones, Member, First Congregational Church

Re: International House

##########

On behalf of the Board of Trustees of the First Congregational Church, I have been requested to serve as chairman of a committee to discuss with you the international house proposal. Want you please come to my home, 1341 Booker Street, South West, on Friday, March 3, 1961 at 7:30 P. M. for a discussion of next steps in developing the international house.

Thank you very much.

THE ATLANTA URBAN LEAGUE

Over Thirty-Five Years of Preventive Social Service

JACKSON 1-2355 · 239 AUBURN AVENUE, N. E. · ATLANTA 3, GEORGIA

March 9, 1961

Dear Mrs. Eddy:

Thank you for calling me today about our proposed project, and I am happy to know that the proposal is still under consideration. We will continue to work and hope that assistance can be given so that Atlanta canbe moved along in the right direction by the people directly effected.

I have enclosed a copy of "Proposed Housing Plans" which briefly describes the five housing developments that are being sponsored by the Atlanta Urban League. We have had preliminary plans drawn for the developers of these proposed projects, and the plans will be submitted when the land is offered by the Atlanta Housing Authority. Since these projects will require about five million dollars of interim finance, I may yet have to visit the banks of New York City.

Atlanta's Urban Renewal report for 1960 has also been enclosed for your information. Won't you please see the two sections that I have underscored.

Cordially yours,

R. A. Thompson,
Executive Director

Enclosures

Mrs. Jane Lee J. Eddy
Executive Director
Taconic Foundation
666 Fifth Avenue
New York 19, New York

RAT:vbm

THE ATLANTA URBAN LEAGUE

Over Thirty-Five Years of Preventive Social Service

JACKSON 1-2355 · 239 AUBURN AVENUE, N. E. · ATLANTA 3, GEORGIA

March 10, 1961

Dear Dr. Snowden:

Pursuant to our telephone conversation relative to securing your appraisal and also comments of Dr. Robert Weaver on the Atlanta Urban League's request to the Field and Taconic Foundations, I have enclosed herewith the request entitled, "Conquering Inner Space - The Atlanta Urban League's Plan of Action For Housing and the Neighborhood Improvement in "Vine City."

Mr. Blayton, Sr., Board of Directors and staff would appreciate your comments which could be used in influencing a favorable decision of these Foundations. The Foundations seem to think that existing and proposed legislation contain or may contain provisions that would make it possible for Atlanta - which already has five urban renewal projects underway and two proposed projects - to take on and do the "Vine City" project. The truth of the matter is that Atlanta cannot afford tax-wise to do an eighth project namely, "Vine City." Therefore, the Atlanta Urban League will begin work on and may even complete the project until the City's financial position will have improved.

The City of Atlanta cannot even afford to request a grant-in-aid because of present and proposed commitments, because such a request of the Federal Government would of necessity obligate and effect the City's financial structure. Hence, any help that a private agency, individuals and Foundations may give would benefit all Atlantans. Moreover, it now appears that everyone wants a hand out from the Federal Government instead of buckling down to take care of some of our problems.

I have also enclosed a roster of proposed housing developments that are being initiated and sponsored by the Atlanta Urban League. We will present our plans to the Atlanta Housing Authority when the land becomes available. Incidently, Mr. Blayton a and I contacted a local bank about ten days ago and obtained a verbal commitment for five (5) million dollars for construction money for these projects. F. H. A. and everyone else are on our side.

Please return our "file copy" of the "Vine City" when you and Dr. Weaver will have finished with it.

Thanking you most kindly, I am

Cordially yours,

R. A. Thompson,
Executive Director

Dr. George Snowden
6307 - 13th Street, N. W.
Washington 11, D. C.

THE ATLANTA URBAN LEAGUE

Over Thirty-Five Years of Preventive Social Service

JACKSON 1-2355 • 239 AUBURN AVENUE, N. E. • ATLANTA 3, GEORGIA

May 11, 1961

MEMORANDUM

TO: BOARD MEMBERS

FROM: R. A. THOMPSON, EXECUTIVE DIRECTOR

There will not be a Board Meeting of the Atlanta Urban League on May 18th as scheduled because three of our Board Members and I will be engaged in a conference with a Study Committee of the Metropolitan Atlanta Community Services, Inc., on that date.

A full report of the two conferences will be sent you upon the completion of the investigation of the Atlanta Urban League program.

April 20, 1961

MINUTES: ATLANTA URBAN LEAGUE BOARD OF DIRECTORS

ATTENDANCE: Messrs. Henderson, Clement, Blayton, Walden, Cousins, Brooks, Jett, Rev. Searcy and Dr. Harris; Mrs. Selvage and Mrs. Foster.

STAFF: MR. Thompson, Mr. Arnold, Mrs. Mickens and Mrs. Moore

The Atlanta Urban League Board of Directors met on the above date at 3:30 PM, with the Chairman, Mr. Blayton, presiding. Mr. Blayton opened meeting with staff reports.

ARNOLD

It was stated that effort was being made to recruit people for government jobs. Already the government has hired 350 new people. Twenty-five people have asked for help to get jobs, and the results are good. A conference has been held with the Merit Employment Coordinating Committee in Dr. Letson's office. It was called to Dr. Letson's attention that in Washington High School, there was only 30 typewriters for students to be trained and 14 were not working and that there were no mimeograph machines at all. Dr. Letson stated that there was some thinking and planning about making school buildings available for cultural and recreational programs. Dr. Clement requested a report be put in writing about the deficiencies.

Mr. Arnold reported on his participation in Career Conference in Dallas, Ga., and the proposed Career Conference in Ft. Valley, Georgia. He also reported that the City had asked for applications for the job as Housing Code Inspector. One Negro has passed the Housing Code Inspector test but was below physical requirements. It was reported that the Transit Company and the Water Department were upgrading Negroes within their departments and placing them on jobs that Negroes never had before.

MICKENS

Mrs. Mickens, unboastingly, stated that she was very proud of our Councils. She stated that Council of Neighborhood Organizations would have Annual Meeting on Tuesday Night, and that she would meet with Mr. J. R. Henderson on Tuesday to set up Council in Perry Homes. The Community Organization Department is working with Fight-Blight Committee, the Surplus Food Committee and American Friends project of doing repairs on property for needy families. It was reported that she and Miss Gary attended two meetings in the Poole Creek Area, relative to the site for Housing Project in that area and that at this time she didn't have much to report concerning the situation because as of now it had been closed or rather the site had been turned down by the Aldermanic Board. Mr. Thompson stated that there was opposition from whites, read paragraph of leaflet that was distributed or circulated among the 4th ward residents or the Community about the Poole Creek Project. He also stated that Mr. Millican would reopen the case since he was not present at the meeting when it was voted upon.

THOMPSON

Mr. Thompson stated that as of now we do have plans for 364 units, being sponsored by Wheat Street Baptist Church, we are now waiting for the land to be made available. (Roster of Housing Developments by the Atlanta Urban League were distributed). He stated that plans for other developments were not complete. Mr. Thompson said that during the past month, developers from Cincinnati, Ohio and Lousiville, Kentucky, had been in to talk with sponsors of these proposed projects about the building of the projects. The meetings were held in the League office. Aside from these projects, we are also working with Community Planning Council and working with Vine City Area "Hard Core" families.

Mr. Thompson stated that correspondence had arrived from a doctor in Africa who wished contributions made to him so that he could continue operating a small hospital. After a short discussion relative to the matter, it was stated that we should know more about this young man before any help is given. Dr. Clement suggested that Mr. Thompson write to Preston Valien, U. S. Embassy at Lagos and ask for additional information about this doctor. It was the concensus of the Board that a letter should be written to Mr. Valien for further information.

Dr. Clement stated that in connection with all of this building, we should make these plans known to the Board of Education so that schools would be included, because we have had trouble buying land at a terrific price. Mr. Thompson stated that he would like to send the report mimeographed to the Board of Education.

Mr. Blayton stated that he would like to have Board Members attend the Budget Hearing that is slated for May 11th, at 2:00 PM, to answer questions. Mr. Blayton also reported that the Southern Field Division held a conference here and we think that we made a wonderful contribution. He thanked the members for attending meeting, meeting was adjourned at 4:20 PM.

Respectfully submitted,

J. B. Blayton, Sr., Chairman

R. A. Thompson, Jr.,Executive Director

THE ATLANTA URBAN LEAGUE

Over Thirty-Five Years of Preventive Social Service

JACKSON 1-2355 • 239 AUBURN AVENUE, N. E. • ATLANTA 3, GEORGIA

July 26, 1961

Mr. Leslie W. Dunbar,
Executive Director
Southern Regional Council, Inc.
5 Forsyth Street, N. W.
Atlanta 3, Georgia

Dear Les:

Thank you for your memorandum. I enjoyed the very good and well written statement. Please count on me to help you and the Southern Regional Council in anyway necessary, and I welcome the opportunity to help you.

With very best wishes.

Cordially yours,

Tommy

R. A. Thompson,
Executive Director

RAT:mj

THE ATLANTA URBAN LEAGUE

Over Thirty-Five Years of Preventive Social Service

JACKSON 1-2355 • 239 AUBURN AVENUE, N. E. • ATLANTA 3, GEORGIA

March 9, 1962

Dear Mr. Dunbar:

Mr. Clarence Coleman, Director of the Southern Regional Office of the National Urban League, and I have collaborated and concluded the following concerning changes of opportunities available to Negroes in Federal Government and Federal Contractor employment in this geographic area.

A few Federal Government and Federal Contractor hiring officers are taking affirmative action in recruiting and hiring Negroes for entry jobs. Our experiences have caused us to believe that many other Federal Government and Federal Contractor hiring officers have not changed their hiring procedures and are not taking affirmative action in the advertising of job openings so that Negro applicants will know of openings; if Negroes learn of the openings, they are not encouraged to apply; and if they apply, they are still refused employment because of the personal feelings of hiring officers regarding the acceptance of Negroes by other employees and clients.

Sincerely yours,

Harold N. Arnold

Harold N. Arnold,
Vocational Services Director

B4
5T

Mr. Leslie W. Dunbar,
Executive Director
Southern Regional Council
5 Forsyth Street, N. W.
Atlanta 3, Georgia

HNA:vbm

April 10, 1962

Mr. Harold Arnold
Atlanta Urban League
239 Auburn Avenue, N. E.
Atlanta, Georgia

Dear Nat:

Thank you for your letter of March 9 containing the statement of you and Clarence Coleman regarding the Federal Government's administration of its employment policies. It is a sharp and perceptive comment.

At the time I wrote to you and Clarence I wrote also to the Urban League directors of Louisville and New Orleans. My thought was that comments from the four of you would provide an authoritative view as to progress in several key Southern areas and would, therefore, be an outstanding feature of our report on the Administration's accomplishments. I didn't, however, receive replies from the other two cities and because of this we felt that we should not use the statement from you and Coleman. I do appreciate very much your cooperation.

With best wishes,

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD/mmj
cc: Mr. Clarence Coleman

September 27, 1962

Mr. Harold N. Arnold
Vocational Services Secretary
Atlanta Urban League
239 Auburn Avenue N.E.
Atlanta 3, Georgia

Dear Mr. Arnold:

I am returning, at long last, the Study of Employment Opportunities for Negroes in Memphis Since 1954. You were kind enough to lend it to us when we were working on our own employment studies last fall. I am very sorry for the long delay in returning it. When I became ill last November from a strained ligament in my back, I expected to be back to work in a month or two. However, the convalescence took much longer than expected, and since I've been back at the Council I've been going through the materials taken off my desk at the time and stored for my return. In the confusion of replacement and the studies then going on, no one noticed that this was to be returned.

Thank you so much for letting us have the use of it.

Sincerely yours,

Montez G. Albright

THE ATLANTA URBAN LEAGUE

Over Thirty-Five Years of Preventive Social Service

JACKSON 1-2355 • 239 AUBURN AVENUE, N. E. • ATLANTA 3, GEORGIA

July 14, 1961

Mrs. Montez Albright
Southern Regional Council
5 Forsyth Street, N. W.
Atlanta 3, Georgia

also act "Who Are the Unemployed?"

Dear Mrs. Albright:

Enclosed is the Study I promised you. I have not found the exact Author; believe it was done under the supervision of the Memphis Urban League.

Please return the Study to the Atlanta Urban League when it is no longer needed by you.

Best wishes, I am

Cordially yours,

Harold N. Arnold

Harold N. Arnold,
Vocational Services Secretary

Enclosure

HNA:vbm

An Invitation

to

The Urban League's

Equal Opportunity Day Banquet

Featuring . . . .

John G. Feild, Executive Director,

President's Committee on
Equal Employment Opportunity

— § —

Waluhaje

239 West Lake Avenue, N.W.

Monday, November 19, 1962

Reception . . . Bamboo Room . . . 6-7 P.M.

Banquet . . . Ballroom . . . 7:30 P.M.

Menu . . .

Served By
Candlelight

Pink Champagne

Tossed Salad and Crackers

Smothered Half Chicken with Mushroom Sauce

French Beans Creamed Potatoes

Buttered Rolls Coffee

Old Fashioned Lemon Meringue Pie

EQUAL OPPORTUNITY DAY is an occasion celebrated each year by the Urban League on the anniversary of President Lincoln's Gettysburg Address, (November 19) to focus attention on and to encourage efforts to secure fair and equal treatment of all citizens, regardless of race, color, religion or national origin.

— § —

ATLANTA URBAN LEAGUE
239 Auburn Avenue, N.E.
Atlanta 3, Georgia
JA. 1-2355

NATIONAL URBAN LEAGUE
Southern Regional Office
250 Auburn Avenue, N.E.
Atlanta 3, Georgia
MU. 8-8778

November 14, 1962

Mr. Robert Thompson
Atlanta Urban League
239 Auburn Avenue, N.E.
Atlanta 3, Georgia

Dear Tommie:

We are very sorry to learn that the League's Equal Opportunities Day banquet falls on the same night as the Council's annual banquet. Were it not for this, you can be sure the Council would be well represented.

Best wishes for a very successful occasion.

Sincerely yours,

PA:A

Paul Anthony
Executive Assistant

AMERICAN TEAMWORK WORKS

Rec'd 10/18/63

National Urban League, Inc.

14 EAST FORTY-EIGHTH STREET, NEW YORK 17, N. Y. • PLAZA 1-0300

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Senior Vice-President
MALCOLM ANDRESEN

Vice-Presidents
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Thomas G. Young

Herbert B. Evans
Legal Counsel

October
Seventeenth
1963

Send Reply To:
Southern Regional Office
250 Auburn Ave., N.E., Room 511
Atlanta 3, Georgia

Mr. Leslie W. Dunbar
Executive Director
Southern Regional Council
5 Forsyth Street, N. W.
Atlanta 3, Georgia

Dear Les:

You will find enclosed a copy of the Memorandum to the Mayor's Temporary Committee for the Elimination of Discrimination in Employment in the City Government regarding Recommendations for the Implementation of a Municipal Hiring Program Based on Merit. I discussed this with Mrs. Barbara Patterson and informed her that I would share this with you for your information.

It is my understanding that this Temporary Committee will be made permanent in the next few days with some anticipated changes in its membership. I would be happy to discuss with you further any results that might come from the Committee's deliberations and the release of the material enclosed herein.

You may be interested in knowing that our Urban League in Miami, Florida is undertaking a similar survey, and I hope to encourage our Urban Leagues in other cities in the Region to give serious consideration to employment at the County and City levels.

Give me a ring at your convenience.

Cordially yours,

Clarence

Clarence D. Coleman, Director
Southern Regional Office

CDC:MW
Enc.

CROSS REFERENCE SHEET

NAME OR SUBJECT:

URBAN LEAGUE---Atlanta

REGARDING:

Letter from Taconic Foundation, Inc. With letter are enclosures from the Urban League.

DATE S

April 28, 1964
April 7, 1964

(SEE)

NAME OR SUBJECT:

Correspondence filed under "Foundations" Taconic

File
Urban League
(Atlanta)

May 19, 1964

Mr. Robert A. Thompson
Executive Director
Atlanta Urban League
239 Auburn Avenue, N. E.
Atlanta, Georgia

Dear Bob:

I am returning your draft notes; again, I say that you did a remarkable job in getting all this down.

I would be appreciative if you could include the note I have put on page 4. Had I been at the meeting throughout, I would certainly have said a word for the South Carolina Council. It is a curious outfit in some ways. It is the one state Council which is predominantly Negro in membership and outreach; on the other hand, and this bothers me, its director is white. But the Council does have an active and sound program, and does not compare unfavorably with the Georgia Council, in my opinion.

All the best.

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD/mmj
Enclosure - 1.
RAT's draft report on Atlanta Conference of May 12, re: Ford Foundation

National Urban League

250 Auburn Avenue, N. E. Atlanta, Georgia 30303

LWD
PAV
PWV

MEMORANDUM November 2, 1964

To: Regional Agency Representatives

From: K. B. M. Crooks, Jr. MU 8-8778
Assistant Director
Southern Regional Office
National Urban League

Re: DUTCH TREAT LUNCHEON
TUESDAY, NOVEMBER 3, 1964
PLANNED PARENTHOOD

: : :

Regional Agency Representatives are invited to eat lunch at B. B. Beamon's Restaurant, 233 Auburn Avenue, N. E., at Noon, Tuesday, November 3, 1964 during which time MR. RUSSELL RICHARDSON, Executive Director of the newly established Southeast Regional Office of Planned Parenthood - World Population, will speak briefly about planned parenthood and indicate some problems facing this Region which directly affect each of our agencies.

We plan to begin promptly at Noon and invite your attendance. Feel free to bring or invite other Regional Agency Personnel to this Dutch Treat Luncheon, where we continue to have an opportunity to meet new faces and discuss problems of mutual concern.

Don't forget to vote

File Atlanta Urban League

March 8, 1965

Mr. Harold N. Arnold
Executive Director
The Atlanta Urban League
239 Auburn Avenue, N. E.
Atlanta, Georgia

Dear Mr. Arnold:

Thank you for your letter of March 3, 1965; I am very pleased to recommend Mr. Roland Blanding.

Some weeks ago I happened to run into Roland's present supervisor at a conference, and he praised highly the job Roland is doing in Grand Rapids. This report confirmed my own high expectations of the man.

I believe you will find him worthy of your most serious consideration. He is well-schooled, intellectually perceptive, industrious, and was well-liked by everyone in the office during his work here. I know of very few young men whom I consider to have greater promise for continued growth.

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD:slw

THE ATLANTA URBAN LEAGUE

Over Thirty-Five Years of Preventive Social Service

JACKSON 1-2355 • 239 AUBURN AVENUE, N. E. • ATLANTA 3, GEORGIA

March 3, 1965

Mr. Leslie W. Dunbar
Executive Director
Southern Regional Council
5 Forsyth Street, N. W.
Atlanta, Georgia 30303

Dear Mr. Dunbar:

Mr. Roland E. Blanding has given your name as reference for his being employed by us in the capacity of Community Services Director.

As Community Services Director, Mr. Blanding would be responsible for working with other staff (professional) people and volunteers in assisting community groups within Metropolitan Atlanta to assess community needs and guiding these groups in successfully taking care of these needs. To do this, we believe he should have or develop within a reasonable time, the basic qualifications for being inquisitive, rational, articulate (orally and in writing), persuasive and diplomatic. In fact, we hope that he will be effective in research, community organization and inter-group relations.

Please give your comments concerning Mr. Blanding's ability to perform with us.

With very best wishes, I am

Most cordially yours,

Harold N. Arnold

Harold N. Arnold,
Executive Director

HNA:vbm

National Urban League
INCORPORATED

FOR EQUAL ECONOMIC OPPORTUNITY

Southern Field Division: 250 Auburn Ave. N.E. **Lamar 7262** **Atlanta 3, Georgia**

AN ANNOTATED BIBLIOGRAPHY ON SOURCES OF INFORMATION THAT WILL HELP YOU TO KNOW AND PLAN FOR THE IMPROVEMENT OF "YOUR COMMUNITY"

Special care has been taken to select items that could play a part in preparing one for participation in the White House Conference on Education.

The attached bibliography covers a number of items that are related to general community living and development.

For your information we have coded them as follows: (Alphabetically)

1. EDUCATION
2. EMPLOYMENT, INDUSTRY AND VOCATIONAL GUIDANCE
3. HEALTH, WELFARE AND RECREATION
4. HOUSING
5. HUMAN RELATIONS
6. RELIGION

The bibliography is divided into two sections:

Section #1 - is made up of items that we feel are "must readings" and will be of great benefit to representatives who wish to broaden their knowledge on various topics that are sure to come up at the Conference.

(For your perusal and information, we are enclosing samples of some of the items you will find listed in this section.)

Section #2 - is made up of the items that may be classified as supplemental reading to Section #1.

We are mailing the list early in the hope that you will find time to secure additional items that you, too, will find to be a source of much information.

Other items are to be added.

the American Negro: A UNESCO Report. The UNESCO Courier, October 1954. UNESCO Publication Service, 475 Fifth Avenue, New York 17, New York. 25¢

Code: 1) 2) 3) 4) 5)

Dedicated to the American Negro's progress in the last half a century. It is described as one of the most amazing social phenomena of our time.

a Balance Sheet in Human Relations During 1954. Strengthening Democracy, February 1955. Board of Education of the City of New York, 131 Livingston Street, Brooklyn, New York. 10¢

Code: 5)

A review of the gains and losses in human relations during 1954.

Changing Patterns in the South. Special Issue. New South, December 1954 - January 1955. Southern Regional Council, 63 Auburn Ave., Atlanta 3, Georgia. 50¢

Code: 1) 2) 3) 5)

A record of the growth of democracy in the last decade. The materials have been taken from the pages of the Council's publication, THE NEW SOUTH.

a Check List for Your Local Schools. The Southern Regional Council, 63 Auburn Avenue, N. E., Atlanta 3, Georgia 10¢

Code: 1)

An aide for discussion groups who wish to examine and evaluate schools in their own community.

Denominational Statements with Reference to a Racially Inclusive Fellowship. Department of Racial and Cultural Relations, National Council of Churches of Christ in the U.S.A., 297 Fourth Avenue, New York 10, New York 25¢

Code: 6)

Official bodies of various church groups make statements relative to the effect the May 17th Decision will have on establishing democratic and Christian ideals in our churches and communities.

Desegretation Along the Mason-Dixon Line. By James Rorty. A Reprint. Commentary, December 1954. For copies, write to: National Urban League, 1133 Broadway, New York 10. N. Y.

Code: 1) 5)

The author discusses how the end of educational segregation was received in Washington and Baltimore.

a Documented Report on Housing. National Urban League, 1133 Broadway, New York 10, New York. Single copy free.

Code: 4)

A carefully documented pamphlet which seeks to set forth a few of the underlying causes of the wide expanse of present day slums - with the hope that these causes, which even now jeopardize current planning, can be quickly and safely eliminated.

Economically the Negro Gains But He is Still the Low Man. A reprint. Business Week, December 18, 1954. For copies write to: Information Service, National Urban League, 1133 Broadway, New York 10, New York. Free.

Code: 2)

Business Week examines the Negro's economic status to see whether the gains in the economic field have matched his dramatic progress in political, social and educational areas.

a Fair Chance for All Americans. A symposium. National Conference of Christians and Jews, 381 Fourth Avenue, New York 18, New York.

Code: 2) 5)

Four American business leaders tell how democratic employment practices have been instituted and maintained in their companies.

From School to Jobs: Guidance for Minority Youth, by Ann Tanneyhill. Public Affairs Pamphlets, 22 East 38th Street, New York 19, New York. 25¢

Code: 2)

This pamphlet suggest ways in which citizens and their communities may, through vocational guidance techniques and practices, help children whose horizons have been limited by minority status.

How the Supreme Court Decision is Affecting YWCA Program. A symposium. The YWCA Magazine, February 1955, 600 Lexington Avenue, New York 22, New York. 35¢

Code: 3) 5)

Describes the procedures adopted by the YWCA throughout the USA in carrying out the doctrines of the May 17th Decision. Cities include: York, Pa.; Baltimore, Md.; Southeastern Region: Tucson, Ariz.; Roanoke, Va.; St. Louis, Mo.; Asheville, N. C. and Portland, Ore.

It Can Be Done - Desegregation. National Association for the Advancement of Colored People, 20 West 40th Street, New York 18, New York. Free

Code: 1) 5)

A report on the progress which has been made in several communities during the first six months following the May 17th Decision outlawing public school segregation.

Materials from the Anti-Defamation League of B'nai B'rith. Southeast Office, 41 Exchange Place, Atlanta, Georgia. Write for Catalogue.

Code: 5)

This agency has a large number of pamphlets and other materials that will be helpful to persons interested in securing recent information and reports on the status of human relations in America.

Materials from the National Committee Against Discrimination in Housing. 35 West 32nd Street, New York 1, New York. Write for catalogue and price list.

Code: 4)

This agency has a very large number of publications that will be helpful to persons interested in securing the latest information on the status of housing for minority groups.

the Negro in America Today. By Alan Paton. Reprint. Collier's Magazine, October 15, 1954. Community Relations Service, 386 Fourth Avenue, New York 10, New York 10¢

Code: 1) 2) 3) 4) 5)

Alan Paton has brought both objectivity and sympathetic understanding in this study of race relations in the United States.

the Right of Every Child. A Report. The American Friends Committee, Community Relations Program, 104 "C" Street, N. E., Washington, D. C. Free

Code: 1) 5)

A report of the school integration program in the Washington, D. C. public schools.

Schools in Transition: Community Experiences in Desegregation. By Robin M. Williams and Margaret W. Ryan. University of North Carolina Press, Chapel Hill, North Carolina. $3.00

Code: 1) 5)

A series of case studies of communities that have made the change from bi-racial public schools to integrated school systems during the past few years.

Some Suggested Next Steps in Furtherance of Desegregation in Education. By Lester B. Granger. The Journal of Negro Education, Washington, D. C., Summer Issue, 1954. For copies write to: National Urban League, 1133 Broadway, New York 10, New York 5¢

Code: 1) 5)

The author points up some important factors which must be considered as we make plans to democratize the American School System.

the South in 1975. Special Report, November 1954, to the Southern Governors Conference. Southern Association of Science and Industry, Inc., 5009 Peachtree Road, Atlanta, Georgia. 50¢

Code: 2)

A report of the proposed technical and industrial progress and opportunities and their relationship to an expanded industrial economy for the Southern States.

the Southern Education Reporting Service. Post Office Box 6156, Acklen Station, Nashville, Tennessee. Subscription, $2.00 per year.

Code: 1)

A non-profit agency directed by a group of Southern editors and educators and financed by the Ford Foundation. It publishes a monthly newspaper, "Southern School News."

the Status of Racial Integration in Religious Institutions. By J. Oscar Lee. A Reprint. The Journal of Negro Education, Summer Issue, 1954. Department of Racial and Cultural Relations, National Council of Churches, 297 Fourth Avenue, New York 10, New York. 15¢

Code: 6)

This discussion deals with the changes which are taking place in church related institutions and organizations as they work to improve racial and human relations.

BIBLIOGRAPHY - - - Section II

- o -

Brethren - Dwell Together in Unity. National Council of the Churches of Christ in the U. S. A., 120 East 23rd Street, New York 10, New York. 5¢

Code: 5) 6)

A message for Race Relations Sunday. It suggests a number of ways in which churches and individuals may live together in unity every day of the year.

Builder Opportunities in Minority Group Housing. Special Reprint. May - September 1954 issues PF - The Magazine of Prefabrication. Prefabricated Home Manufacturers' Institute, 908 - 20th Street, N. W., Washington 6, D. C. Speciman Copy Free

Code: 2) 4)

One of a series of articles designed to explain the potentialities and special requirements of the nonwhite housing market and to bring readers helpful suggestions from both Government specialists and builders, who are interested in developing projects or homes for minority groups.

the Church and Segregation. By Dr. E. C. Benefield. For copies write to: Department of Research and Education, Kentucky State Federation of Labor, 312 Armory Place, Louisville 2, Kentucky. Free

Code: 5) 6)

A Presbyterian minister in Louisville, Kentucky, preaches a sermon on brotherhood. His message is very timely and could very well become the sermon for "Today."

the Churches and Human Rights. The Federal Council of Churches of Christ in America, 297 Fourth Avenue, New York 10, New York 5¢

Code: 5) 6)

An official statement adopted by the Federal Council of the Churches of Christ in America, December 1948, urging the application of "Religious Liberty" through domestic and international action.

the Color Line in Fraternities. By Alfred S. Romer. A Reprint from Atlantic Monthly. Community Relations Service, 386 Fourth Avenue, New York 16, New York. Free

Code: 1) 5)

The story of Amherst College Chapter of Phi Psi Fraternity and its battle against discrimination.

Ever Widening Horizons. By Ann Tanneyhill, National Urban League, 1133 Broadway, New York 10, New York. Single Copy Free.

Code: 2)

The story of the Vocational Opportunity Campaign, an important phase of the Urban League program in vocational guidance and industrial relations.

Equal Job Opportunity is Good Business. The President's Committee on Government Contracts, Washington 25, D. C. Free

Code: 2) 5)

This pamphlet has been prepared to bring to the attention of employers holding government contracts, other interested agencies and the general public as well, the purpose and function of the President's Committee on Government Contracts.

Fair Employment: Responsibility of Free Enterprise. By Joseph J. Morrow. For a copy: Write to the Urban League of St. Louis, 3017 Delmar Blvd., St. Louis 3, Missouri. Free

Code: 2)

The author relates progress which has been made by Negroes in industry in recent years and discusses ways and means of expanding a program of equal opportunities for all.

First Report, President's Committee on Government Contracts. U. S. Government Printing Office, Washington 25, D. C. Free

Code: 2)

A report of the first year of activities of the President's Committee. It indicates the measures which, thus far, have been undertaken to accomplish its mission.

General Assembly Pronouncements. Christian Social Action. 1954 Department of Social Education and Action. Board of Christian Education, Presbyterian Church, 830 Witherspoon Building, Philadelphia 7, Pa.
Free

Code: 5) 6)

These pronouncements, relating to "the Integrated Church," are taken from a report of the Standing Committee on Social Education in Action, Board of Christian Education, Presbyterian Church, U. S. A.

the High Cost of Discrimination. By Elmo Roper. National Conference of Christians and Jews, 381 Fourth Avenue, New York 16, New York.
Free

Code: 2) 5)

The author tells why the practice of discrimination in employment in American industry is costing industry thirty billion dollars a year.

Implementing the School Decision. By Marion A. Wright. New South, March 1955. Southern Regional Council, 63 Auburn Avenue, N. E., Atlanta 3, Georgia Free

Code: 1) 5)

Some suggestions to local planning boards and commissions on ways of implementing the Supreme Court Decision.

Industrial Relations Program in the Urban League. (Mimeographed) By Julius A. Thomas. Department of Industrial Relations, National Urban League, 1133 Broadway, New York 10, New York. Free

Code: 2)

An official statement of the program of the Industrial Relations Department of the National Urban League. It gives a brief history of this important phase of Urban League operations, as well as to point out the role of this Department in expanding employment opportunities for Negroes.

Integration in the Armed Services. A progress report. Office of the Assistant Secretary of Defense (Manpower and Personnel). U. S. Government Printing Office, 1955. Free

Code: 4) 5)

This progress report presents some of the steps taken in implementing policies pointing toward optinum effectiveness of the Armed Forces through full utilization of the total use of manpower and facilities.

Interracial News Service. National Council of the Churches of Christ in the U. S. A. Department of Racial and Cultural Relations, 297 Fourth Avenue, New York, New York. Subscription $2.00 for two years.

Code: 5) 6)

A digest of trends and developments in Human Relations. Recent issues cover such topics as "Churches and Integration;" "Pottstown Shows a Way" - a unique project aimed at the eventual racial and religious integration of an average northern community; "As Children Go Back to School" - accounts of the first few days of class in cities where schools have been recently desegregated.

It Was the Right and Moral Thing to Do, Official Statement Adopted at Conference of Southern Negro Educators in Hot Springs, Arkansas. Phelps-Stokes Fund, 101 Park Avenue, New York 17, New York. Free.

Code: 1) 5)

Sixty-four Negro educational leaders express their views on the significance of the Supreme Court's May 17, 1954 Decision relating to segregation in the public schools.

Measuring Rod for Social Progress. By Lester B. Granger. A Reprint. Shifting Scenes, March 1955. National Travelers Aid Association, 425 Fourth Avenue, New York 16, New York. Free

Code: 5)

It suggests that social progress in any community may be measured by the degree to which its society is able to provide protection, comfort and inspiration to its members and the extent to which individuals are able to make their maximum contribution to the society by expression and development.

Negro Family Income in the Southern States. New South. October - November 1953. Southern Regional Council, 63 Auburn Avenue, N. E., Atlanta 3, Georgia. 10¢

Code: 2)

Some very pertinent information regarding the income of Negro families in the Southern States as revealed by the 1950 Census.

Negroes in the Work Group. By Dr. Jacob Seidenberg. National Conference of Christians and Jews, 381 Fourth Avenue, New York 16, New York. Free

Code: 2)

The author uses data collected in several research projects to show how thirty business and industrial firms are offering equal employment opportunities to all.

Newsletter. The President's Committee on Government Contracts, February 1955, Washington 25, D. C. Free

Code: 2)

The President's Committee on Government Contracts' Newsletter discusses some of its recent achievements in expanding employment opportunities and other results achieved by the Committee.

New Ways on the Campus. By Guy B. Johnson. New South. February 1955. Southern Regional Council, 63 Auburn Avenue, N. E., Atlanta 3, Georgia. 10¢

Code: 1) 5)

A report on the status of the enrollment of Negro students in Southern colleges and universities since 1946.

Segregation on Sunday? Special Issue, January 1955, Social Progress, 830 Witherspoon Building, Philadelphia 7, Pa. Speciman copy free.

Code: 6)

This issue is devoted exclusively to the task of building "a nonsegregated church and a nonsegregated society." The narrative and comments describe five integrated churches and give accounts of their respective experiences in integrated fellowship.

Social Action in the Local Church. A Leader's Manual. Department of Social Education and Action. Board of Christian Education, Presbyterian Church in the U. S. A., 830 Witherspoon Building, Philadelphia 7, Pa. 25¢

Code: 5) 6)

A handbook designed to help churches become alive in social education and action. It is addressed to ministers and other persons connected with the Church, but can be used effectively by other community and group workers.

Some Principles Related to the Problem of Desegregation. A Reprint, By Kenneth Clark. Summer Issue, 1954, The Journal of Negro Education, Washington, D. C.

Code: 1) 5)

The author discusses desegregation in a number of social institutions and suggests ways techniques used may be applied to desegregation in the public schools.

the Supreme Court Decision and the Appalachian South. By Robert G. Menefee. New South. Southern Regional Council, 63 Auburn Avenue, N. E., Atlanta 3, Georgia. October 1954. 10¢

Code: 1) 5)

A report of the findings of one research worker on his travels through the South, discussing the Supreme Court Decision with local educational and community leaders.

a Training Program in Human Relations for Cadet and Inservice Police Officers. A Reprint, Department of Police Administration, May 1955. Michigan State University, East Lansing, Michigan.
Speciman copy free

Code: 5)

Although this training program has been prepared to give representatives of law enforcement agencies a clearer and more unbiased understanding of the people with whom they must make daily contacts, representatives of other community agencies and groups will find the material equally applicable for their own consideration and use.

TVA and Negro Employment. By J.H. Daves. A Reprint. The Journal of Negro Education, Winter, 1955, Howard University, Washington, D. C.

Free

Code: 2)

A recent report on the status of Negro employees at the Tennessee Valley Authority installations.

September 14, 1953

Make card
Phone 1-0300

Mr. Lester B. Granger
Executive Director
National Urban League
1133 Broadway
New York 10, N. Y.

Dear Mr. Granger:

Here is the pamphlet I wrote you about August 26.

Now that the dust has cleared, I do hope you will have some ideas on how the National Urban League and local Urban Leagues can work together to get the pamphlet widely used by local interracial discussion groups.

Plenty of copies here at fifteen cents apiece or twelve cents in quantity.

Sincerely,

George S. Mitchell
Executive Director

GSM:ec
Encl.

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Lester B. Granger
Executive Director

R. Maurice Moss
Asso. Executive Director

Contributions are deductible for income tax purposes.

August
Thirty-first
1953

Dear George:-

I am acknowledging your question about the Urban League's role in case the Supreme Court's decision is along the line that you and I devoutly hope for. I shall be in a better position to answer your question after our Annual Conference the second week in September for this will be one of the questions posed for the attention of our discussion groups.

I think the Southern Regional Council is to be commended for its plans to publish questions and answers on the subject.

Sincerely yours,

Lester

Lester B. Granger
Executive Director

Mr. George S. Mitchell, Executive Director,
SOUTHERN REGIONAL COUNCIL, INC.,
Room 432, 63 Auburn Avenue, N.E.,
Atlanta, 3, Georgia.

Affiliated With National Social Welfare Assembly, National Conference of Social Work, United Community Defense Services, United Defense Fund

August 26, 1953

Mr. Lester B. Granger
Executive Director
National Urban League
1133 Broadway
New York 10, N. Y.

Dear Mr. Granger:

In a week or so I will have in print a clear, simple pamphlet called QUESTIONS AND ANSWERS: THE COURTS AND THE SCHOOLS. I want it to be used by local Southern bi-racial discussion groups. Nobody's got any such discussion groups, but I want some to start.

I will send you a copy of the pamphlet when it is out. But meanwhile, would you be thinking about what the Urban League could do to help educate the South in this way in advance of the Supreme Court decision.

Sincerely,

George S. Mitchell
Executive Director

GSM:ec

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1133 Broadway WAtkins 4-0505 New York 10, N. Y.

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Lester B. Granger
Executive Director

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Asso. Executive Director

Contributions are deductible for income tax purposes.

September 16, 1953

Mr. George S. Mitchell
Executive Director
Southern Regional Council
63 Auburn Avenue, N. E.
Atlanta 3, Georgia

Dear George:

I have your excellent "Questions and Answers" on the school segregation issue. Rather than correspond, I should much rather sit down and talk with you face to face - on this and a couple of other important subjects.

Are you going to be in New York or Washington in the near future? If so, I would like very much to sit down with you, if our schedules can possibly be adjusted in that way.

Sincerely yours,

Lester B. Granger
Executive Director

LBG:GS

Affiliated With National Social Welfare Assembly, National Conference of Social Work, United Community Defense Services, United Defense Fund

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COPY

OCTOBER
EIGHTH
1954

MEMORANDUM

TO: Executive Secretaries of
Affiliated Organizations

FROM: Lester B.Granger
Executive Director

It is proposed that early in 1955 a meeting will be called in some central city, to be attended by members of the National Board and delegates from each local Urban League - a representative of the Board and also the Executive Secretary, if this is possible. The Convention would be for purposes of policy and program review in light of the enormous changes in the national racial picture during the past half-dozen years.

The Convention would be buttressed with the consultant services of such social scientists, economists and specialists in Community Organization as would give scope and depth to the Convention discussions.

The meeting would be planned for a three-day period. Delegates would come armed with appropriate authority from their Boards. We could then expect, as result of the meeting, to have a thorough evaluation of what we have done in the past and are currently doing toward our objective of equal opportunity; what our objectives for the next five to ten years should be; and what changes, if any, are needed in policy and methodology in order to make greatest speed toward those goals. In short, we would have a blueprint for Urban League action during the challenging period ahead. The dates of February 11th through 13th have been suggested as most appropriate.

There are obviously two reasons for planning such a coming-together of League leadership. One has been referred to -- the need for an evaluatory review of what we've done and are doing in order to see how we can do more in the future. The other is equally obvious -- the need for presenting to the public the picture of an Urban League movement which is vital, devoted and unified at a time when these qualities mean more than ever before to the cause of better race relations in America.

NATIONAL URBAN LEAGUE, Inc.

FOR EQUAL ECONOMIC OPPORTUNITY

~~1133 BROADWAY~~ ~~WATKINS 4-0505~~ NEW YORK 10, N. Y.

14 East 48th Pl. 1-0300

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April 19, 1956

RECEIVED APR 21 1956

Mr. George Mitchell
Southern Regional Council
63 Auburn Avenue, N. E.
Atlanta, Georgia

Dear George:

I am sending you a copy of my memorandum to our local Leagues on attacks against the League.

I would appreciate your comments and suggestions for implementing it.

Cordially yours,

Nelson

Nelson C. Jackson, Director
Community Services.

Affiliated With National Social Welfare Assembly, National Conference of Social Work, United Community Defense Services

490

National Urban League
INCORPORATED

FOR EQUAL ECONOMIC OPPORTUNITY

1133 Broadway WAtkins 4-0505 New York 10, New York

April 16, 1956

MEMORANDUM

TO: Local Urban League Executives

FROM: Nelson C. Jackson, Director
Community Services

Subj: SOUTHERN TRIP - February 28 - March 21, 1956

Background Information

See memoranda from Lester Granger, October 18, 1955, to local executives of Leagues in the South and border states; January 3, 1956, to Urban League leaders, NUL Board of Trustees, local presidents, delegate members, local executives, and Confidential Memorandum, March 6, 1956 - Boycott Movement.

See also memorandum from R. Maurice Moss, October 25, 1955, to local executives, particularly the attachment of the "Twenty-one Indictments Against the Urban League."

These memoranda describe the nature of attacks against the Urban League, the organizations party to them, and boycotts.

The Trip

An automobile trip was taken between the dates of February 28 and March 21, covering the League cities of Richmond, Va., Jacksonville, Tampa, Miami, Fla., and Atlanta, Ga. In addition, observations were noted in visits to such non-League cities as Orangeburg, S. C., Orlando, Fla., rural and semi-rural areas in Florida, Georgia, and North Carolina.

Method

Consultation was held with Urban League staffs, boards and committees; executives of Community Chests and Councils, some lay leadership of the two organizations; fraternal, business, and church leaders; and correspondence with other League executives in the South not covered by this trip. In addition, the southern and northern press was read and clipped for pertinent information. It is recommended that League staff who have not already had access to the following material secure it. Pertinent documents are: The New York Times Survey of the South, Tuesday, March 13, 1956; the Wall Street Journal, Friday, March 9, 1956; and the series of articles by Murray Kempton on the South, carried in the New York Post.

Findings

One has the general feeling that the South is tension-ridden to the point where any incident could set off a conflagration of drastic proportions. Communication between Negro and white groups has been sorely damaged, and there is little opportunity for liberal thinking among white persons of prestige because they have been intimidated by White Citizens Councils groups. This point of view was expressed in the Miami Herald of Sunday, March 11, 1956, under the headline: "Southerners Who Find Segregation Immoral Forced to Shut Up or Leave." This articles states, "The years-old relationships between Negroes and whites in the South have been torn apart by the Supreme Court's order to end segregation in the schools. Daily, tension grows." Other reports indicate that ministers who have dared express a point of view regarding this issue have been forced from their pulpits.

Two points of view seem to epitomize the attitude of Negroes. The first is that some of the elder statesmen among the Negro group are of the opinion that Negroes will have to suffer a little longer, but in the end the situation will right itself. The other point of view, gaining more adherents, is that Negroes shall combat the forces of evil in the South by peacefully resisting oppressive measures such as the action of the group in Montgomery and the action on several of the college campuses, notably in Orangeburg, S.C., and an action taken by students at one of the colleges in Atlanta, Ga., in challenging segregation on the local Georgia Power Company buses. In general, Negroes believe that right will prevail and their cause is just.

Examples were reported of white businessmen, wholesalers, who have felt the pinch of the boycott because of their membership in the White Citizens Councils. They must withhold credit from Negroes believed to be involved in NAACP activities. Some of these white business leaders have worked out arrangements with some of their Negro customers to lend them cash to buy the goods which they sell, because a large part of their business is with Negroes, and if it is completely lost they will have to go out of business.

On the social welfare front, it has been reported that local Community Chest lay leadership has put pressure on some white executives, indicating that if they hold any meetings with Negroes they are likely to lose their Community Chest support.

The recent regional meeting of the Child Welfare League of America in Atlanta, Ga. was disturbed because the state child welfare director of Georgia is alleged to have stated that if there were any Negroes on the program, no members of the state child welfare staff could attend the meeting. There were no Negroes on the program, and the Atlanta University School of Social Work did not participate.

Boy Scouts in several communities have been pressured to hold separate affairs for Negro and white scouts. In one community, the name of the division was changed from an Indian title to Colored Division, and in Birmingham, according to a recent radio news statement, plans to hold a joint affair for all scouts in the city were stopped because of pressure from the White Citizens Councils.

These are but a few brief statements regarding the climate in which Urban Leagues are attempting to work in the South. Specifically, findings with regard to Urban Leagues are as follows:

1. In practically all of the southern cities I visited, and some not visited, Chest campaign leadership has been sent packets of hate material free of charge, and one of the free pieces is, "Twenty-one Indictments Against the Urban League." It is understood that it costs $5.00 to join a White Citizens Council. It is suggested that $2.00 be spent for a subscription to the White Christian Sentinel, published by the National Citizens Protective Association, P. O. Box 156, or 3154-A Grand, St. Louis 18, Missouri. The Wall Street Journal reports that John Hamilton, the head of this outfit, was formerly a member of the young communist organization in Boston, and split up with Gerald L. K. Smith to run his own outfit.

   Chest leadership, professionally, in some cities visited is disturbed because workers refuse to support Community Chest campaigns if the Urban League is a member. The same tactics developed last year are becoming increasingly used prior to this fall's campaign, and several Chest directors have held preliminary meetings to discuss procedure. In at least one city a suggestion has been made that probably the Urban League should voluntarily withdraw from the Chest during this hectic period.

   In addition to circulating scurrilous and false literature about the Negro generally and the Urban League specifically, in some communities a whispering campaign by telephone has been used in an attempt to destroy the Urban League-Chest relationship.

2. Chest and Council leadership in several of the cities were concerned about the attacks, but felt that ways could be found to nullify them.

3. Under League leadership, in two communities an interpretive piece was prepared to factually explain the work of the Urban League, and was used as a basis for counteracting damage done by false attacks. In one community the Community Chest circulated a study made of the Urban League by the Welfare Council, and plans to brief this document for general distribution in this year's campaign.

   In another city, the attorney for the White Citizens Council was convinced, as a result of correspondence with the president of the Community Chest, that the document, "Twenty-one Indictments Against the Urban League", was false, and agreed to use his power to counteract the damage done. However, in this same community quantities of this same document are being processed locally in preparation for this year's campaign.

   In still another Chest city, an interpretive document has been prepared on all of the agencies; was used in last year's campaign, and will be used again this year. This procedure is thought sound by this particular Chest director in contrast to signaling out any particular agency for special treatment.

4. Local League leadership, and particularly the lay leadership, was not fully aware of the boycotts and the damage that occurred to major industrial firms which have either cooperated with the Urban League in their industrial relations program, or have given financially to the organization. Universally, there was an agreement that action should be taken to let companies know that support has been appreciated by boosting sales whenever a company has been attacked because of its cooperation with the Urban League. This action was immediately accepted among many fraternal and business leaders in the South.

Suggested Action

1. It is believed that the Negro lay leadership holds the key to the immediate support for local Urban Leagues feeling the brunt of local attacks by White Citizens Councils and other hate groups. Members of boards of local Urban Leagues should make known to the Community Chest and local lay leadership that they are thoroughly behind their organization, and they expect the Chest to maintain firm ground. It should be remembered, in this connection, that the National Citizens Protective Association behind much of this activity is reputed to be anti-Jewish, anti-Negro, and anti-Catholic.

2. Secure copies of the White Christian Sentinel, published in St. Louis, to keep informed in order to counteract the vicious attacks made.

3. A liaison person has been named from labor, nationally, representing the Community Services Committee, CIO, and the Civil Rights Committee, AFL, to work with the Urban League on these matters. Instances of labor union activity inimical to the Urban League, if reported here, can be worked on through this source.

4. National Council of Church representatives in some League cities can be of value - names will be given on request - and representatives of Human Relations Councils (Southern Regional Council) through George Mitchell, 63 Auburn Avenue, N. E., Atlanta, Ga., should be of help.

5. At the national level, conferences will be held with United Funds and Councils of America and the National Social Welfare Assembly, and a course of action hopefully developed for guidance in these matters.

6. Locally, ADL, the National Association of Social Workers chapter, ministerial alliances and fraternal organizations should be alerted and worked with on this problem.

7. It appears that this is the time for the smartest kind of public relations activities within the local Urban Leagues. Specifically, this is not the time to cut back on program. Program emphasis should be strengthened during this period. Keep us informed of action taken.

I close this memorandum with the admonition that this is not the time to give in to the bigots. This is the time for strengthening our support and holding the line for the continuance of a program which has proved sound for almost a half-century. Our movement can be the most important development in the re-birth of democracy in the South.

*****

National Urban League

INCORPORATED

FOR EQUAL ECONOMIC OPPORTUNITY

14 East 48th Street New York, 17, New York

Suspend to July 31, 1957

MAR 5 1957

Preliminary Program

1957 ANNUAL CONFERENCE

NATIONAL URBAN LEAGUE

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Theme: RESOLVING THE RACIAL CRISIS -- A CHALLENGE TO INTERRACIAL TEAMWORK

:::::
:::
:

Host: Detroit Urban League

Hotel: Sheraton-Cadillac

ANNUAL CONFERENCE — SEPTEMBER 3-5, 1957 — DETROIT, MICHIGAN

Program Outline

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:

T U E S D A Y

September 3

8:00 AM - 6:00 PM	REGISTRATION
8:15 - 9:15 AM	COFFEE HOUR
10:00 AM - 12:30 PM	OPENING GENERAL SESSION
	Speakers: THEODORE W. KHEEL President, NUL LESTER B. GRANGER Executive Director, NUL
	Discussion with Audience Participation
12:30 - 2:30 PM	LUNCHEON MEETING "The World Community - Its Needs in the Years Ahead"
2:30 - 5:30 PM	AFTERNOON SESSION "Urban League Objectives that Demand Community-Wide Teamwork"
	Speaker and Panel Discussion
	Discussion with Audience Participation
5:30 - 7:30 PM	DINNER MEETING FOR BOARD MEMBERS
8:00 PM	PUBLIC MEETING at Ford Auditorium

W E D N E S D A Y

September 4

8:00 AM - 6:00 PM	REGISTRATION
8:15 - 9:15 AM	COFFEE HOUR
8:15 - 9:15 AM	BOARD MEMBERS MEETING "Observations of the Southern Scene"
9:30 AM - 12:30 PM	MORNING SESSION "Manpower Needs of the Nation in the Years Ahead" Speakers and Panel Discussion Discussion with Audience Participation
12:30 - 2:30 PM	LUNCHEON MEETING "Race, Housing, and Urban Renewal"
2:30 - 4:30 PM	AFTERNOON SESSION "The Challenge to Southern Leadership: Preparation for Tomorrow" Speakers: Discussion with Audience Participation
4:30 - 5:30 PM	DELEGATE ASSEMBLY BUSINESS MEETING (Election of Trustees)
5:30 - 7:30 PM	DINNER HOUR
6:00 PM	BOARD MEMBERS MEETINGS

T H U R S D A Y

September 5

8:15 - 9:15 AM	COFFEE HOUR
9:30 - 11:00 AM	FINDINGS OF THE CONFERENCE

Thursday, September 5
con't.

11:00 AM - 12:30 PM	DELEGATE ASSEMBLY BUSINESS MEETING
12:30 - 2:30 PM	LUNCH HOUR
2:30 - 5:30 PM	SPECIAL CONSULTATION PERIOD (These hours have been set aside for conferences) (and individual meetings with consultants from) (other agencies, NUL staff, NUL Board, etc.)
5:30 - 6:30 PM	RECEPTION
6:30 PM	BANQUET

Conference Officially Adjourns

10:00 PM	SOCIAL HOUR

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3/1/57

File Urban League

Note particularly Excerpt #2! HCJ

PAV ✓
FBR ✓
JC ✓
EVZ ✓

EXCERPTS REQUIRING BOARD ATTENTION

FROM: Lester B. Granger, Executive Director,
National Urban League

TO: Executive Staff
Affiliated Organizations

September 11, 1957

Excerpt #1 - Church and Race Relations

Last spring each executive received a memorandum announcing our hope of engaging in a special project this fall relating our work to the support of individual church congregations. Our hope was that we might employ John Paul Jones, our former Trustee and former pastor of the Union Church of Bay Ridge, as Consultant on Church and Race Relations. Under the plan Dr. Jones would work especially with church leadership in the South, seeking to build stronger bridges of communication and support between convinced Christian groups and Urban League leadership. Most of us have known John Paul Jones very well over a period of years and appreciate his special qualifications for this responsibility.

We asked local Leagues to comment on the soundness of this proposed project and to indicate whether or not they, through their Boards and executives, would work with a body of local churches in an effort to secure regular, annual contributions to carry this project through. We felt that two or three hundred dollars from each League could be easily achieved for this project if as many as a dozen local churches could be persuaded once a year to hear a message on the subject of our southern battle for decency and take up a special collection or make a church appropriation in the amount of $25.00 to $50.00 to $100. We felt that this would be a program to which white churches would rally quite as readily as colored churches , provided the importance of the cause and its very practical nature were thoroughly explained. We realized that this could be done only through the strong assistance at the outset of our local Leagues.

To put it bluntly, we were disappointed in the response. Out of 63 local Leagues, a dozen responded. Of those dozen, slightly more than half sent in the names of prospect-churches with the addresses of their pastors. We are unwilling to believe that this represents the limits of the interest of local Leagues in such a plan -- a plan that will in no way poach upon the financial interests of a local League. Dr.Jones has accepted a post with us on the basis of "faith, hope and charity" -- faith that a significant number of local Leagues will take part in the project; hope that it will produce at least a minimum of $5,000 for the balance of the year; and charity (as much as can be mustered) toward those Leagues that still fail to respond to this reminder.

This is important. It can actually mean the difference between continuance or disappearance of some of our valuable southern affiliates. I hope, therefore, to have an affirmative answer in the near future from those who have not responded.

September 30, 1957

Excerpt #2 Southern Human Resources Project

Last week a telegram was dispatched to 350 supporters of the National Urban League, asking for contributions to underwrite an emergency conference on southern affairs, involving leading white and colored elements from the South and the North to initiate a constructive program to help meet the current racial crisis. First responses to the telegram indicate that at least the minimum conference expenses willbe met. However, the conference is only a start of an effort to accomplish the following:

a) reestablish as far as possible broken communication lines and close the gap between "moderates" and "militants" of the two racial groups in southern states;

b) build up an extended confidential registry of southern citizens who can be counted on for sober, courageous and constructive guidance in racial affairs;

c) initiate projects and program features apt to deepen and widen the reservoir of goodwill in the South that has been so seriously diminished in the past two years;

d) work toward an authenic consensus of American opinion on race relationships to serve as a reference point in future plan-and-action steps.

These are general program objectives which the conference should serve to make much more specific. The conference is planned for late-October or early-November. Following the telegrams, several thousand letters have been sent to potential supporters of the Southern Human Resources Project, setting forth much of what is in this memorandum, but pointing it up so as to encourage financial contributions.

This is what you can do -

Here is another way to hook local interest into a national program, to the strengthening of both. If, through 63 Urban Leagues (most of them in the North) we can recruit 5,000 men and women, each with a personal interest in doing something definite about racial conditions in the South, our southern program will be benefited, our national organization will be strengthened, and each local Urban League will profit from the stronger adherence of members possessed of an aware interest. The support can be small; it can be considerable -- in amounts of from $5.00 to $100. The telegrams (copy attached) were sent out "cold". Nevertheless, among the first ten responses was one for $1,000 from an individual who read the wire addressed to his wife, another from an international union, and a third $1,000 from a corporation that has already contributed $5,000 this year. Other responses varied from $500 to $20.

When the amount of $10,000 from the telegrams is received, this will insure the conference being held. Another $25,000 -$50,000 invested in follow-up of the conference can change the pace of the League's activity in the South, put us far on the positive side of the action line, and give a feeling of strengthened participation to every supporter of the Urban League anywhere in the country.

You will find plenty of reasons for questioning whether this can be done. I can give you even more reasons for insisting that it must be done. I am asking you to start by sending me a duplicate copy of you 100 best prospects (200, if you can) for such an appeal. I specify "duplicate" because I want you to reserve the original for your own follow-up of our request -- notice of which will be sent to you.

January 27, 1958

Mr. Nelson C. Jackson
Associate Director
National Urban League
14 East Forty-eighth Street
New York 17, New York

Dear Jack:

Thanks for your letter of January 21 commenting on the proposed joint fact-finding project. Certainly the designation of the five steering group agencies wasn't intended to imply that the other agencies, including the Urban League, have no material to contribute to the study. The thought was simply that these five, more than the others, had concentrated on accumulating across-the-board information on violence, intimidation, and reprisals.

I am sure you would be the first to point out that the NUL, faced with the task of servicing the local leagues, resisting the organized pressures in the South, and carrying on its regional work in the field of employment, could hardly be expected to put a lot of effort into generalized fact-finding in the region. The omission of the League was no more invidious than that. And I hasten to add that we would be delighted if you feel that the NUL can be one of the participating agencies in the project and that Harry can serve on the steering committee.

As Harry no doubt told you, we continue to work closely with him, following the tradition established when you were

in Atlanta. He is a valued member of the interagency group and attends the meetings whenever his travel schedule permits.

With best regards,

Sincerely,

Harold C. Fleming
Executive Director

HCF/mf
cc: Mr. Harry L. Alston

NATIONAL URBAN LEAGUE, Inc.

FOR EQUAL ECONOMIC OPPORTUNITY

14 EAST FORTY-EIGHTH STREET, NEW YORK 17, N. Y. – PLAZA 1-0300

THEODORE W. KHEEL, *President* — JOSEPH J. MORROW, *Senior Vice-President* — LESTER B. GRANGER, *Executive Director*

LOUIS J. GLICKMAN, *Vice-President* — LOUIS E. MARTIN, *Vice-President* — THOMAS G. YOUNG, *Vice-President* — MOLLIE MOON, *Secretary* — BURNS W. ROPER, *Treasurer*

January 21, 1958

Mr. Harold C. Fleming, Executive Director
Southern Regional Council, Inc.
63 Auburn Avenue, N. E., Room 432
Atlanta 3, Georgia

Dear Harold:

I am in receipt of your memorandum of January 13, regarding the proposed joint fact-finding project on violence, intimidation, and reprisals. I note that in your Item 2, on page 2, you say: "A temporary project person having appropriate skills and experience should be employed. It is proposed that this temporary project director work under the over-all supervision of an inter-agency committee made up of southern staff members of the ADL, AJC, American Friends Service Committee, NAACP, and Southern Regional Council. These agencies are proposed because they have existing files and materials in this field."

You evidently are not aware that we do have a considerable amount of material in this field, as it affects the National Urban League. I would appreciate being kept informed of what's happening in this connection. I am not sure whether or not Harry was involved in your recent meeting.

Cordially yours,

Nelson C. Jackson,
Associate Director.

cc: Harry Alston

BOARD OF TRUSTEES: *Regina M. Andrews – Seymour Berkson – George O. Butler – Lisle C. Carter, Jr. – May E. Chinn – Ray E. Clarke – Robert W. Dowling Mrs. F. B. Farquharson – Lloyd K. Garrison – Louis J. Glickman – Sylvan Gotshal – Mrs. Walter A. Hirsch – Mrs. Walter Hirshon – Frank S. Horne Sophia Yarnall Jacobs – Theodore W. Kheel – H. B. Law – Louis E. Martin – Ralph L. Mason – Howard H. McNeill – Loren Miller – Mollie Moon Joseph J. Morrow – Cecil Newman – William H. Oliver – Ira DeA. Reid – Frederick W. Richmond – Winthrop Rockefeller – Burns W. Roper – Mrs. Samuel I. Rosenman – Louis Simon – John I Snyder, Jr. – Asa T. Spaulding – Henry Steeger – Roger L. Stevens – John S. Stillman – J. Waties Waring – Boyd L. Wilson Benjamin Wood – Richardson Wood– P. Bernard Young, Jr. – Thomas G. Young – Charles S. Zimmerman.*

Affiliated with National Social Welfare Assembly, National Conference on Social Welfare.

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March 6, 1958

PERSONAL

Mrs. Mildred Flowers
Southern Regional Council
63 Auburn Avenue, N. E.
Atlanta 3, Georgia

Dear Mildred:

It was indeed a surprise to get your note recently. I do accept congratulations, and have had the new title since January, 1957. I'm sorry you can't see me blush.

Actually, I have not been in Atlanta since 1956, but certainly hope to get in some time during this year. I shall certainly see you when I come, and hope that you continue your advancement.

I resist the allegation that I was "rough" on you, but I am glad to know that you hold no ill feelings and you felt that you were able to develop.

I trust that the baby is all right, and have passed on to Ann Tanneyhill your message.

Cordially,

Nelson

Nelson C. Jackson,
Associate Director.

I'm a grandpappy – boy – now 1 month old

BOARD OF TRUSTEES: *Regina M. Andrews – Seymour Berkson – George O. Butler – Lisle C. Carter, Jr. – May E. Chinn – Ray E. Clarke – Robert W. Dowling Mrs. F. B. Farquharson – Lloyd K. Garrison – Louis J. Glickman – Sylvan Gotshal – Mrs. Walter A. Hirsch – Mrs. Walter Hirshon – Frank S. Horne Sophia Yarnall Jacobs – Theodore W. Kheel – H. B. Law – Louis E. Martin – Ralph L. Mason – Howard H. McNeill – Loren Miller – Mollie Moon Joseph J. Morrow – Cecil Newman – William H. Oliver – Ira DeA. Reid – Frederick W. Richmond – Winthrop Rockefeller – Burns W. Roper – Mrs. Samuel I. Rosenman – Louis Simon – John I Snyder, Jr. – Asa T. Spaulding – Henry Steeger – Roger L. Stevens – John S. Stillman – J. Waties Waring – Boyd L. Wilson Benjamin Wood – Richardson Wood– P. Bernard Young, Jr. – Thomas G. Young – Charles S. Zimmerman.*

Affiliated with National Social Welfare Assembly, National Conference on Social Welfare.

Rec'd 3/10/58

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March 6, 1958

Mr. Harold C. Fleming, Executive Director
Southern Regional Council
63 Auburn Avenue, N. E.
Atlanta 3, Georgia

Dear Harold:

I have just gotten to the point of answering your letter of January 27, because, as you probably know, this is a continuous rat race.

Thanks for your explanation regarding the focus of the study. Most of the material which we have relates to activities against Urban Leagues by various groups and is kept in my files here in New York. We keep up to date on activities as they are reported to us, and at the present time the material covers over one file drawer. I think it would be good if Harry can work with you, but recognize the difficulties time-wise if it is going to mean virgin research.

The New York Post recently carried an article about you, which I am very sure you saw. I thought it was good, as well as revealing.

Cordially yours,

Nelson

Nelson C. Jackson,
Associate Director.

cc: Harry Alston

BOARD OF TRUSTEES: *Regina M. Andrews – Seymour Berkson – George O. Butler – Lisle C. Carter, Jr. – May E. Chinn – Ray E. Clarke – Robert W. Dowling Mrs. F. B. Farquharson – Lloyd K. Garrison – Louis J. Glickman – Sylvan Gotshal – Mrs. Walter A. Hirsch – Mrs. Walter Hirshon – Frank S. Horne Sophia Yarnall Jacobs – Theodore W. Kheel – H. B. Law – Louis E. Martin – Ralph L. Mason – Howard H. McNeill – Loren Miller – Mollie Moon Joseph J. Morrow – Cecil Newman – William H. Oliver – Ira DeA. Reid – Frederick W. Richmond – Winthrop Rockefeller – Burns W. Roper – Mrs. Samuel I. Rosenman – Louis Simon – John I Snyder, Jr. – Asa T. Spaulding – Henry Steeger – Roger L. Stevens – John S. Stillman – J. Waties Waring – Boyd L. Wilson Benjamin Wood – Richardson Wood– P. Bernard Young, Jr. – Thomas G. Young – Charles S. Zimmerman.*

Affiliated with National Social Welfare Assembly, National Conference on Social Welfare.

Changing State

June 29, 1960

Mr. Jerome L. Wilson
Assistant Director
Public Relations
National Urban League, Inc.
14 East 48th Street
New York 17, New York

Dear Mr. Wilson:

We are mailing you a copy of the publication SCHOOL DESEGREGATION: THE FIRST SIX YEARS plus some informational material concerning the Council. If you are interested, we would be pleased to place your name on our mailing list for future materials of this type.

There is no charge for this material.

With very best wishes.

Sincerely,

John Constable
Director of Information

JC:lec

NATIONAL URBAN LEAGUE, Inc.

FOR EQUAL ECONOMIC OPPORTUNITY

14 EAST FORTY-EIGHTH STREET, NEW YORK 17, N. Y. – PLAZA 1-0300

June 27, 1960

The Southern Regional Council
63 Auburn Avenue, N. E.
Atlanta 3, Georgia

Gentlemen:

I am quite interested in receiving a copy of your publication School Desegregation, The First Six Years as well as a general definition of your organization.

If there is any charge, please let me know before sending out the material.

Sincerely,

Jerome L. Wilson/ds

Jerome L. Wilson
Assistant Director
Public Relations

Affiliated with National Social Welfare Assembly, National Conference on Social Welfare.

490

NATIONAL URBAN LEAGUE, Inc.

FOR EQUAL ECONOMIC OPPORTUNITY

14 EAST FORTY-EIGHTH STREET, NEW YORK 17, N. Y. – PLAZA 1-0300

July 1, 1960

Int. 7/5/60

Mr. John Constable
Director of Information
Southern Regional Council
63 Auburn Avenue, N.E., Rm. 432
Atlanta 3, Georgia

Dear Mr. Constable:

Thanks so much for sending the publication. By all means put my name on your mailing list, as I would be pleased to receive future materials.

Sincerely,

Jerome L. Wilson

Jerome L. Wilson
Assistant Director
Public Relations

April 4, 1961

Mrs. Edward W. Macy
Consultant
Religious Resources Project
National Urban League, Inc.
14 East 48th Street
New York 17, New York

Dear Mrs. Macy:

Thanks for your good letter. I am glad to send you separately twenty (20) copies of "This I Believe" for the use of your Women's Committee. There is no charge.

I shall see that your name is added to our mailing list.

With best personal regards,

Sincerely,

Harold C. Fleming
Executive Director

HCF/mf

P. S. -- In case you haven't already heard, I am enclosing an announcement of our impending staff change here at the Council. I expectedo continue to be active in the Mass Media Committee.

HCF

NATIONAL URBAN LEAGUE, Inc.

FOR EQUAL ECONOMIC OPPORTUNITY

14 EAST FORTY-EIGHTH STREET, NEW YORK 17, N. Y. – PLAZA 1-0300

March 29, 1961

Mr. Harold C. Fleming
Southern Regional Council
5 Forsyth Street
Atlanta 3, Georgia

Dear Mr. Fleming:

I was sorry not to have an opportunity to talk with you after the meeting at the Mass Media Committee last month. But I was, as always, enormously interested in the information that you brought to us.

Just the other day I saw "This I Believe" by Haywood N. Hill which the Council has printed. Might I have 20 copies for the use of our Women's Committee? If so, please let me know how much they cost and we will send you a check. Meanwhile, I'd like very much to be included on your mailing list. Everything that comes out of your office is too good to miss!

Most cordially yours,

Edith Macy

Mrs. Edward W. Macy
Consultant
Religious Resources Project

EM:ds

April 28, 1961

Mr. Whitney Young, Jr.
18 Robinson Street
Cambridge, Massachusetts

Dear Whitney:

Many thanks for your letter of April 21. This is an interesting organization to be with and I look forward to the opportunities that will come along. I hope you will let me know whenever we can be of usefulness to you or the National Urban League, and I am certain that we shall be calling on you.

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD/mf

WHITNEY M. YOUNG, JR.

EIGHTEEN ROBINSON STREET, CAMBRIDGE, MASS.

April
Twenty-first
1 9 6 1

Dear Leslie:

I was delighted to read of your appointment to the post of Executive Director of the Southern Regional Council. Please accept my sincere congratulations - and please know that if I can be of any help at all as you go about your new duties, you have only to call on me.

You are, of course, an excellent choice, from the standpoint of your knowledge of and interest in the Council's program.

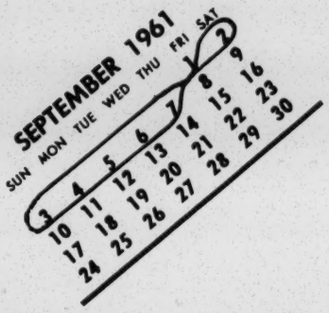
With all good wishes,

Sincerely yours,

Whitney

Whitney M. Young, Jr.

Mr. Leslie W. Dunbar
Southern Regional Council
5 Forsyth Street, NW
Atlanta 3, Georgia



ANNUAL CONFERENCE
National Urban League
1961 September 2 - 7

14 East 48th Street
New York 17 New York

March 1961

Dear Urban League Colleague:

We go to Dayton, Ohio for our Annual Conference this year. Are you going to meet us there?

This Conference is going to be a little different. We've heeded your plea for fewer meal meetings, sessions especially for the volunteer, more "free time," and "how-to-do-it" programs for the staff.

Please look at the enclosed Conference Format and Time Schedule. As you read it, note particularly, that:

....Saturday will be devoted to the Council Sessions - each Council will arrange and have charge of its own program.

....the two-day Leadership Workshop on Sunday and Monday is an innovation. Planned by a volunteer committee headed by Mrs. Moise S. Cahn of New Orleans, this promises to be a session in which Board and Committee members and other volunteers, along with staff, can fully and actively participate in give-and-take discussions. BUT...REMEMBER...in order to attend, you MUST REGISTER BEFORE JUNE 1.

....The Delegate Assembly on Tuesday will be one of the most important meetings of the week.

....Tuesday's Clinics will be staff-oriented "HOW-TO-DO-IT" meetings.

....IF YOU REGISTER BEFORE JULY 1, you can take advantage of the special money-saving package - Registration and the Wednesday Banquet for only $13.00.

You'll be receiving a Preliminary Program soon, with information on speakers and more about the Wednesday sessions. In the meantime, won't you send your advance registration to us right away?

Sincerely yours,

Guichard Parris

Guichard Parris
Conference Secretary.

Encs.

DAYTON WELCOMES YOU

LEADERSHIP WORKSHOP
Sunday and Monday
September 3 and 4

REGISTRATION FORM

Registration Closes: JUNE 1

( ) Mr. ( ) Miss
( ) Mrs. ( ) Dr.

Name: _____

( ) UL Staff Member
( ) UL Volunteer

Address: _____
No. Street

_____
City Zone State

Occupation:

Present UL association: (Indicate whether you are a Board, Committee or Guild Member, chairman of a committee, local UL president, or UL staff member, etc.)

Past UL association:

Present relationship with other Organizations: (Describe briefly)

Past relationship with other Organizations: (Describe briefly)

Special Interests: (Use reverse of this sheet for additional information)

1961 ANNUAL CONFERENCE NATIONAL URBAN LEAGUE

(Please return this form, with your Annual Conference Registration Card to)
(National Urban League, 14 East 48th Street, New York 17, New York)

1961 ANNUAL CONFERENCE

NATIONAL URBAN LEAGUE
Dayton Ohio

Headquarters: MIAMI HOTEL

CONFERENCE FORMAT and TIME SCHEDULE

Saturday September 2	REGISTRATION Opens ($8.00)*
Saturday September 2 9:30 - 12:00 2:00 - 5:00	STAFF WORKSHOPS Workshops planned and conducted by Staff Councils. May continue into evening if necessary. EXECUTIVE SECRETARIES - INDUSTRIAL AND VOCATIONAL - COMMUNITY ORGANIZATION - ACC and the GUILDS.
Sunday and Monday September 3-4 9:30 - 12:00 2:00 - 5:00	LEADERSHIP WORKSHOP For the UL Family. Not open to the public. No other Conference activity is scheduled at this time. Registration Closes June 1.
Monday September 5 8:00 PM	OPENING SESSION: "THE AMERICAN TEAMWORK FORUM" Public Meeting. Keynote Address.
Tuesday September 6 9:30 until adjournment	DELEGATE ASSEMBLY An "Open End" Delegate Assembly meeting. The new Terms of Affiliation will be the major subject for discussion. Only authorized Delegates may attend.
Tuesday September 6 9:30 - 12:00 2:00 - 5:00	CLINICS "How-to-Do-It" Sessions on areas of UL programming. For Staff, Board, Committee members and other volunteers not attending the Delegate Assembly.
Wednesday September 7 9:30 - 12:00 2:00 - 5:00	GENERAL SESSIONS AND WORKSHOPS For Urban Leaguers and the general public. On a major topic of national concern.
Wednesday September 7 7:00	ANNUAL BANQUET ($6.50)* Presentation of Awards. Guest Speaker
Thursday September 7 10:00 - 1:00	WORKSHOPS: Continuation of Wednesday Workshops SUMMARY: Summary of the Workshops CLOSING SESSION: A "Look-Ahead"
Thursday September 7 8:00	RECEPTION AND SOCIAL HOUR ::: :

* A Special Money-Saving Package: Registration and Wednesday Banquet, both for $13.00 if registration received before July 1.

National Urban League, 14 East 48th Street, New York 17

1961 Annual Conference NATIONAL URBAN LEAGUE Dayton, Ohio

HOTEL ACCOMMODATIONS

The Conference in Dayton, will make use of three hotels to house persons attending: The MIAMI, the VAN CLEVE, and the BILTMORE. All are close together, and within very short walking distance of each other. Accommodations at the Biltmore, however, will not be available for occupancy until Monday afternoon, September 4. The Wednesday Banquet will be at the BILTMORE.

The MIAMI will be the HEADQUARTERS HOTEL. The Conference Office, the Conference Press Room, and most of the meetings will be there.

The rates at the three hotels vary somewhat. No one hotel will be able to accommodate the full Conference. The information below will assist you in making a decision. Please tear off the form and return it. We will then send a hotel reservation card to you, so that YOU CAN MAKE YOUR OWN RESERVATION DIRECTLY WITH THE HOTEL OF YOUR CHOICE.

Room Rates

Hotel	Single Room 1 person	Room for Two (Double Bed)	Room for Two (Twin Beds)	Suites
MIAMI	$6.00/6.50/7.00 7.50/8.00/8.50	$9.00/9.50 10.00/11.00 12.00/13.50	$12.50/13.00 13.50/14.00 15.50/17.50	Parlor and Bedroom $24.00 to $42.50 each additional person $2.00
VAN CLEVE	$7.50/8.50/9.50 10.00/15.00	$9.50/10.50 12.00/18.00	$12.00/14.00 18.00	$23.00 to $50.00
BILTMORE (for occupancy Monday afternoon)	$9.00/10.50 12.50	$11.00/13.50 14.00	$14.40/16.00 19.50	1 bedroom and parlor $36.00 2 bedrooms and parlor $48.00

- -

National Urban League
14 East 48th Street
New York 17, New York

Please send me a Hotel Reservation Card for the hotel I have numbered in order of preference:

( ) MIAMI ( ) VAN CLEVE ( ) BILTMORE - available for occupancy beginning Monday afternoon, Sept. 4

Name_____

Address_____
No. Street

_____
City Zone State

Name ..... ☐ Mr. ☐ Miss
Last First Initial ☐ Mrs. ☐ Dr.

Mailing Address .....
No. Street

.....
City Zone State

Urban League Affiliation (Please check) ☐ Staff ☐ Guild ☐ Board ☐ Committee ☐ Non-League: .....

REGISTRATION FEE $8.00

1961 Annual Conference NATIONAL URBAN LEAGUE September 2-7
Dayton, Ohio

Enclosed is $..... for; (Check One) ☐ $ 8.00 Registration Only
☐ $13.00 Special Package

490

A Special Money-Saving Package is available if you register before July1:

Registration Fee	$ 8.00
Wednesday Banquet	6.50
Total	$14.50

Special Money-Saving Package: Registration and Wednesday Banquet: Both for $13.00

Make check payable to: NATIONAL URBAN LEAGUE ANNUAL CONFERENCE, and send with the above Registration Card to: 14 East 48th St., New York 17, N. Y.

NATIONAL URBAN LEAGUE

14 East 48th Street

New York 17, New York

Annual Conference
Secretary

490

October 3, 1961

Mr. Lester B. Granger
Executive Director
National Urban League, Inc
14 East Forty-eigth Street
New York 17, New York

Dear Mr. Granger:

On behalf of the Southern Regional Council I would like to extend our congratulations to you for the years of great service to the country through your leadership of the National Urban League.

We send you also our best wishes as you undertake your work with the International Conference of Social Workers.

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD:mbb

Nat'l Urban League

October 5, 1961

Mr. Whitney M. Young, Jr.
Executive Director
National Urban League, Inc
14 East 48th Street
New York 17, New York

Dear Whitney:

Over the weekend I read your inaugural address. It is a very good job and I wish I had been in Dayton to hear you.

After I thought more about our discussion at the Potomac Institute I think it is clear that, as I said then, our role in the employment picture will be that of working, through our traditional methods, to effect a readiness to change, and to make information available. I don't really see at the moment any opportunity for us to do field work of any sort, unless a new idea or a new man comes along.

I have hoped, however, that in some places our local councils on human relations could be of assistance to you and your local leagues. Please call on them.

With best wishes.

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD:mbb

April 24, 1962

Mr. Henry Steeger
President
National Urban League
14 East 48th Street
New York 17, New York

Dear Mr. Steeger:

Thank you for your letter of April 19 inviting our participation in the Public Forum at the time of the National Urban League's Annual Conference in September. I hope that we may be able to send someone. Perhaps you could have your secretary let me know by what date you will need to have definite information.

With best regards,

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD/mmj

National Urban League, Inc.

14 EAST FORTY-EIGHTH STREET, NEW YORK 17, N. Y. · PLAZA 1-0300

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Thomas G. Young
Charles S. Zimmerman

April 19, 1962

Dr. Leslie Dunbar, Executive Director
Southern Regional Council
5 Forsyth Street, N. W.
Atlanta 3, Georgia

Dear Doctor Dunbar:

The Urban League's national Annual Conference for Board and Staff will be held this year in Grand Rapids, Michigan, from September 1 to 5. The Pantlind Hotel will be Conference headquarters.

A two-day Public Forum will be held on Monday and Tuesday, September 3 and 4. The Forum, dealing with the social and economic issues affecting the progress and development of Negroes and other minorities in urban areas, will be a feature of the Conference.

We invite your organization to send a representative to participate in the Forum, and in a special Luncheon Meeting on Wednesday, September 5.

The Forum will focus on four areas of special concern to the Urban League: Employment and Job Development, Education and Youth Incentives, Housing, and Health and Welfare.

The Wednesday Luncheon will be devoted to discussion of ways and means by which the Urban League and other agencies, both public and private, that have mutual interests can work together effectively.

We urge your participation. Hotel reservation and Conference registration cards are enclosed. A preliminary program will be available soon. We look forward to greeting your representative in Grand Rapids.

Sincerely yours,

Henry Steeger

Henry Steeger
President

Encs.
HS:BHC

NATIONAL URBAN LEAGUE ANNUAL CONFERENCE
SEPTEMBER 1-5, 1962

Please reserve accommodations as checked

- ☐ Two Single Rooms, connecting Bath, $7.00 and $7.50 per room
- ☐ Single with Bath, $8.00, $9.00, $10.00, $10.50, $12.00
- ☐ Double Bed, Bath, $10.00, $11.00, $12.00, $12.50, $14.00, $19.00
- ☐ Twin Beds, Bath, $12.50, $14.00, $16.50, $18.00, $20.00, $22.00
- ☐ Large Room, Three Single Beds, Bath, $18.00
- ☐ Suite of Two Rooms, Three Persons, $25.00
- ☐ Parlor Suite for Two Persons, $25.00 – $31.00

Information on Dormitory type accommodations for 3 to 8 persons may be obtained on request

Date of arrival _____ Date of Departure _____

Occupants _____ Confirm to _____

Your Name

_____

_____ Street and Number

_____

_____ City Zone State

Note: All reservations are subject to Cancellation after 6:00 P. M. on specified date of arrival unless Hotel otherwise notified.

FORM 507D

FREE OVERNIGHT PARKING WITH IN AND OUT PRIVILEGES

Name ..... ☐ Mr. ☐ Miss
Last First Initial ☐ Mrs. ☐ Dr.

Mailing Address .....
No. Street

.....
City Zone State

Urban League Affiliation (Please check)

☐ Staff ☐ Guild

☐ Board ☐ Committee

☐ Non-League: .....

Conference Address: ..... (Hotel or Other)

REGISTRATION FEE $8.00

1962 Annual Conference NATIONAL URBAN LEAGUE September 1-5
Grand Rapids, Michigan

June 18, 1962

Remind LWD to write a note to Ann Tanneyhill at National Urban League informing her of SRC's representative to the NUL Conf. in Grand Rapids, Mich. (See: Ann's ltr. of May 8, 1962)

Mr. Dobbs will
do Sec

National Urban League, Inc.

14 EAST FORTY-EIGHTH STREET, NEW YORK 17, N. Y. · PLAZA 1-0300

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HJ - Let
ask me on
Date Dunbar

May 8, 1962

RECEIVED
MAY 9 1962

Mr. Leslie W. Dunbar, Executive Director
Southern Regional Council
5 Forsyth Street, N. W.
Atlanta 3 Georgia

Dear Mr. Dunbar:

I have your letter asking our president, Mr. Henry Steeger, the deadline date for letting us know if a representative from the Southern Regional Council will attend the Urban League Annual Conference in Grand Rapids in September.

There is actually no deadline - up until the last moment. But we would like to have some tentative idea no later than the end of June.

Sincerely yours,

Ann Tanneyhill

Ann Tanneyhill
Program Assistant
1962 Annual Conference

Mr. Dabbs
Will represent Sec

National Urban League

14 East 48th Street

New York 17, N. Y.

July
Twenty-sixth
1962

Dear Mr. Dunbar:

Enclosed is a summary of the Task Force papers which will be used as bases for discussion at the two-day Public Forum, to be held September 3 and 4, during the 1962 National Conference of the Urban League. This digest is sent to you so that you may have ample time to study it and prepare yourself for meaningful participation in the discussions.

A document on each of the four major subjects is being prepared and will, of course, be treated in greater detail and distributed to participants in Grand Rapids.

We look forward to greeting you.

Sincerely,

Guichard Parris

Guichard Parris
Conference Director

Mr. Leslie W. Dunbar
Executive Director
Southern Regional Council
5 Forsyth Street, N.W.
Atlanta 3, Georgia

Enclosure

TASK FORCE REPORT DIGEST

PROBLEMS AND ISSUES

For Discussion At

National Conference of the Urban League

Grand Rapids, Michigan September 1-5, 1962

Host: Grand Rapids Urban League

TASK FORCE REPORT DIGEST

PROBLEMS AND ISSUES

The following materials are to be considered as digests of task force presentations at the American Teamwork Forum on the 1962 National Conference of the Urban League in Grand Rapids, Michigan, Monday and Tuesday, September 3-4.

The four Urban League program areas to be covered are: Job Development and Employment; Education and Youth Incentive; Health and Welfare; Housing.

Come prepared to participate fully in these provocative discussions. The complete task force presentation will be distributed at the Conference.

I JOB DEVELOPMENT AND EMPLOYMENT

II EDUCATION AND YOUTH INCENTIVES

III HEALTH AND WELFARE

IV HOUSING

The sessions will open with a brief discussion of the Task Force approach, its role and objectives within the Urban League movement. This is designed to set the stage for the four presentations.

Presiding: SOPHIA Y. JACOBS, NUL Trustee, Chairman, Program Committee

Discussion Leader: NELSON C. JACKSON, NUL Associate Executive Director

JOB DEVELOPMENT AND EMPLOYMENT

Subject: Automation and the Retraining of Workers

Presiding: MARTIN E. SEGAL, NUL Trustee, Chairman, NUL Job Development and Employment Committee

Discussion Leader: MAHLON T. PURYEAR, NUL Associate Director

Issues and Problems:

Accurate statistics are not yet available on the impact of automation on the employment structure. The severity of the problem varies by region - some regions, such as the San Diego area, having relatively little unemployment directly attributable to automation, while others such as the New Orleans and Chicago areas are experiencing on unemployment problem of major proportion stemming largely from automation.

Estimates from the local affiliates are based on different sources and are, therefore, not directly comparable. This makes the tabulation of national or regional figures extremely difficult. A further complication in re the employment status of the Negro is the lack of racial breakdowns in statistical data. However, it is generally recognized that the Negro constitutes a vastly disproportionate part of the unemployed as well as of the underemployed and unretrainable by virtue of his traditional exclusion from the semi-skilled, skilled, technical, and professional job levels. A realistic determination of the magnitude of the employment problem, particularly as it relates to the Negro, must await the results of new research presently under way. It should be emphasized, however, that automation is only one of several factors contributing to employment and retraining problems.

Among other equally important factors are:

1) Technological changes not involving automation;
2) Relocation of businesses and industries;
3) Population shifts;
4) The increasing size of the work force due to the constant entry of new workers;
5) The lag between skills developed in schools and colleges and the newer skills demanded in industry.

Automation and retraining, therefore, must be discussed in the context of the general complex of social, economic, and educational relationships. Estimates of the number of retrainable unemployed vary from 30% to 100%. Retraining as a partial solution to unemployment problems, however, must take into account not only the number of retrainable but the broad social factors enumerated above and also such worker characteristics as age, health, basic educational skills, aptitudes, attitudes toward work, and access to training and placement programs.

What is being done by Government, Industry and Labor:

Government

Among major efforts of government to solve unemployment problems are the Area Redevelopment and the Manpower Retraining Acts. These Acts, however, will have a relatively small impact on unemployment, particularly among Negroes, because of such factors as:

1) A severe restriction in the number and variety of workers qualified under the Act;
2) A concentration of provisions for retraining in the area of short-term lower echelon skills; and

3) Residency within the state employment services of the major responsibility for recruiting, screening, testing, and placement of persons trained under the Acts.

In addition to these Acts, the government is making significant strides under the state fair employment commissions and the President's Committee on Equal Employment Opportunity.

Industry

Local affiliates report relatively little effort by industries other than those holding government contracts and those few who have voluntarily, often upon the instigation of local Urban Leagues, improved their hiring, training, and promotion policies.

Labor

The Task Force Report papers almost without exception indicate that labor has manifested less interest than any other organized group in efforts to broaden and upgrade job opportunities for Negroes. One notable exception to this pattern, however, is the United Packing House Workers of America which, on its own initiative, instituted a very positive program of placement and retraining for its displaced workers in its meat packing industry in Omaha.

The Role of the Local Leagues:

Major efforts of local Leagues are carried out through: public education programs; direct contact with industry, government, and other hiring agencies; cooperation with private and public agencies concerned with economic problems; assisting and cooperating with schools and other youth-serving agencies in their guidance and youth employment programs; parent and youth information programs; and research. Many locals feel that our "new thrust" on the problems of Negro workers should be concentrated more

heavily in public education and stimulation of action program at the local community level.

EDUCATION AND YOUTH INCENTIVES

Subject: Occupational Goals and the Motivation and Incentives of Negro Youth

Presiding: DR. JEROME H. HOLLAND, Chairman, NUL Education and Youth Incentives Advisory Committee, President, Hampton Institute

Discussion Leader: OTIS E. FINLEY, JR., NUL Associate Director

Issues and Problems:

1) The high incidence of school drop-outs and unemployed among Negro youth.

2) The importance of expanding job opportunities as a positive incentive.

3) The need for a changing concept of American education to include Negro youth spiritually as well as physically.

4) The need to actively involve more parents in the educational experience of their children - values, cultural enrichment, and personal habits.

5) The need to actively involve more leadership groups at the community level, and especially within the Negro community, for a coordinated self-help approach to helping Negro youth.

6) The need both to stimulate and utilize the resources of the federal, state, and local governments in setting standard and providing a political climate for proper motivation.

7) What the Urban League needs to expand its services in these areas: Manpower, Materials, Management, Money.

HEALTH AND WELFARE

Subject: The Adjustment of Negro Newcomers to Urban Industrial Areas from Rural Areas, both North and South.

Presiding: WILLIAM H. BALDWIN, NUL Trustee, Chairman NUL Health and Welfare Committee

Discussion Leader: JEWELDEAN JONES, NUL Associate Director

Issues and Problems:

1) Intensity of newcomers varies from very little to high numbers. Indication however, that persons who may have lived in the community a number of years are still "newcomers" to urban living. A couple of reports indicated that the problem is not "newcomer" but basic discrimination and segregation regardless of tenure in the community. The majority of reports, however, indicated that the Urban League should direct specific attention to "newcomers" (the original purpose for the founding of the UL) and that a clear definition of the UL's role in this area is needed.

2) Most of the reports indicated that few, if any, programs existed in cities specifically related to this area. On proposed "positive discrimination" in favor of Negroes if the mass of Negroes are to compete with whites on equal terms. It was also suggested:

3) That serious steps be taken to deal with the Negro aged (over 65) who are are increasing faster than the total aged population especially in health, recreation and housing. One study pointed up that the Negro aged receiving old-age assistance are "third class" citizens.

4) Several recommendations that the Urban Leagues should interchange information and inform Negroes in rural southern areas about socio-economic climates in urban areas of their interest were advanced.

Also, when they arrive in the urban center, the League should apprize them on the kind of community in which they are living.

5) Domestic workers, as newcomers, were the concern of several Leagues - determining the circumstances under which they work, their grievances and special problems - e.g. knowledge about and payments for Social Security.

6) Papers have not indicated pertinent health and welfare information of Negro newcomers in areas such as: Specific health problems - immunization rates, public health and hospital services. Status of public welfare. Out-of-wedlock births. Education programs for urban living. Role of law enforcement officers - crime, arrests, juvenile delinquency. Family patterns - desertion, divorce, working mothers.

If the Urban League is to serve as a repository of information on the health and welfare of Negroes, newcomers and oldtimers, these obvious gaps in the papers will be pointed up at Grand Rapids - and in themselves are issues.

H O U S I N G

Subject: The Development of Stabilized Neighborhood Living

Presiding: HILYARD R. ROBINSON, Chairman, NUL Housing Committee

Discussion Leader: REGINALD A. JOHNSON, NUL Associate Director

(Subject divided
into two sections)

A) Racial Quotas, Tip Points, and other types of Programs in Housing Development and Neighborhoods

B) Voluntary Fair Housing Programs (Neighbors, Inc. Type) and Fair Housing Legislation

Issues and Problems

1) The process of integration into American life through employment, schools, and public accommodations is heavily dependent on the removal of barriers that prevent integration of Negro citizens into housing and neighborhoods. This is due to the sharp step-up of urban renewal programming, community planning, and housing improvement and construction.

2) To expedite this process, there have been evolved widespread ways and means of achieving integrated living. Some of these involve tip-point theories, quotas, organized neighbors, fair housing legislation, public enforcement agencies, and court action.

3) The Urban League has a community responsibility to put its techniques, contacts, and program machinery to work in order to achieve the foregoing. The Conference will discuss the League's responsibility and determine the program steps necessary to putting into action a realistic operation to assure expedition of neighborhood and housing integration.

1962 NATIONAL CONFERENCE OF THE URBAN LEAGUE

Pantlind Hotel, Grand Rapids, Michigan September 1 to 5

Conference Registration Fee: $8.00

HIGHLIGHTS

For Information:
National Urban League
14 East 48th Street
New York 17, N. Y.

COUNCIL MEETINGS AND LEADERS WORKSHOPS

September 1 and 2 — Open to League Board, Committee and Staff members only

Programs designed especially for the Urban League Family

Saturday:

COUNCIL MEETINGS

Urban League professional and secretarial staffs meet in all-day Council sessions.

The Council of Urban League Guilds also meets in general sessions, panel discussion and workshops to consider the purpose of the UL Guild, the Guild and the community, strengthening membership and fund raising.

Sunday:

LEADERS WORKSHOP

The Leaders Workshop is designed as a creative approach in relating Urban League manpower resources to Urban League structure, concepts and programs. The Workshop seeks to offer basic direction, not solutions, for translating ideas into constructive action. Its overall aim will be to make involvement in the League movement a genuinely dynamic process by stimulating among volunteers and staff a keener awareness of their potentials, their mutual concerns and responsibilities.

Group meetings will discuss: Supervision of staff, staff-committee relations, developing board commitment, developing effective committees, widening of volunteer services, and the crucial role of the office staff in implementing the work of the agency. An evening general session is scheduled.

AMERICAN TEAMWORK FORUM

September 3 – 5 Open to the General Public

The Forum deals with the social and economic issues affecting the progress and development of Negroes and other minorities in urban areas. Reports from Task Forces assembling information in four areas of special League concern will be focus of discussions.

490

Monday:

Task Force: Education and Youth Incentives
Limited Occupational Goals and the Motivation and Incentives of Negro Youth

Task Force: Job Development and Employment
Automation and the Retraining of Workers

RECEIVED
JUL 30 1962

Tuesday:

Task Force: Health and Welfare
Adjustment of Negro Newcomers to Urban Industrial Areas from Rural Areas Both North and South

Task Force: Housing
Development of Stabilized Neighborhood Living

Tuesday Evening:

PUBLIC MEETING IN THE GRAND RAPIDS CIVIC AUDITORIUM
A nationally-known personage discusses the current crucial social and economic problems on the American scene affecting the status and security of Negro citizens.

Wednesday:

DELEGATE ASSEMBLY BUSINESS MEETING
This meeting is open only to accredited voting delegates, and to the presidents and executive directors of local Urban Leagues.

CLINICS
A series of four clinics on: Research — Fund Raising — Religious Resources — Public Relations. These will provide Conference participants a broad range of take-home knowledge and know-how relating to League programs.

QUARTER-CENTURY CLUB MEETING
Volunteers and staff who have served the League for twenty-five years or more, meet informally.

POST CONFERENCE MEETINGS, Thursday: September 6

NUL Board of Trustees — **1963 National Conference Committee**

LUNCHEONS

Saturday – COUNCIL OF UL GUILDS
Sunday – ADMINISTRATIVE AND CLERICAL COUNCIL
Monday – SOUTHERN REGIONAL OFFICE
Tuesday – MANAGEMENT-LABOR
Wednesday — NATIONAL ORGANIZATIONS

ANNUAL BANQUET — Wednesday Evening

Tickets available at registration desk.

Luncheons: $3.50 — Banquet: $6.00

1963 NATIONAL CONFERENCE OF THE URBAN LEAGUE

JULY 28 - AUGUST 1 IN LOS ANGELES

RECEIVED
MAR 14 1963

14 East 48th Street
New York 17, New York
PLaza 1-0300

March 5, 1963

Dear Friend:

The 1963 National Conference of the Urban League, the nation's outstanding annual forum on race relations, will be held this year in Los Angeles, from July 28 through August 1 at the Statler Hilton Hotel.

"Equality of Opportunity - America's Unfinished Business" is the theme of the Conference, which will be opened on Sunday evening, July 28 with a keynote address.

A two-day Forum on Monday and Tuesday will deal with problems and trends in advancing the social and economic status of the Negro population in the four areas that are the special concern of the Urban League: Job Development and Employment, Education and Youth Incentives, Housing, and Health and Welfare. We will critically examine the League's program, measure the estent to which we are meeting our commitment to the Negro population, and set goals and programs for the year ahead.

A Monday Luncheon, "The Story of the Region," will spotlight trends and issues in race relations on the West Coast. The Annual Banquet will be on Wednesday evening.

We are inviting voluntary agencies in the health and welfare and civil rights fields, and educational, civic and fraternal organizations to be represented at the Conference. Group Travel Rates and Post Conference Tours, as well as arrangements for substantially reduced rates for registration and meal meetings are available to those who register before June 1.

An Advance Registration Form and Hotel Reservation Card are enclosed. We shall be happy to greet your representative in Los Angeles in July.

Sincerely yours,

Whitney M. Young Jr.

Whitney M. Young, Jr.
Executive Director

Encs.
T

Host: Los Angeles Urban League

Headquarters: Statler Hilton Hotel

ADVANCE REGISTRATION

1963 NATIONAL CONFERENCE OF THE URBAN LEAGUE

STATLER HILTON HOTEL
LOS ANGELES, CALIFORNIA

HOST: LOS ANGELES URBAN LEAGUE

JULY 28 – AUGUST 1
SPECIAL STAFF MEETING JULY 27

A PACKAGE DEAL is available to those who register in advance, and for their spouse. *The special rate offer closes on JUNE 1,* and will not be available after that date. Persons who register in Los Angeles at the Conference will pay the full fees for each of the individual items listed.

REGISTER IN ADVANCE! TAKE ADVANTAGE OF THE PACKAGE DEAL

ADVANCE REGISTRATION CLOSES JUNE 1, 1963

RETURN YOUR REGISTRATION, completely filled out, with check made payable to: NATIONAL URBAN LEAGUE. Mail to: Conference Director, National Urban League, 14 East 48th Street, New York 17, New York.

PROGRAM HIGHLIGHTS

SATURDAY, JULY 27	Noon / Luncheon: Council of UL Guilds
	Evening / Tours & Entertainment
SUNDAY, JULY 28	Afternoon / Religious Resources Program & High Tea
	Evening / Opening General Session: Keynote Address
MONDAY, JULY 29	Noon / Luncheon: Western Region Story
	Evening / Dinner Dance: "An International Night"
TUESDAY, JULY 30	Evening / Public Meeting
WEDNESDAY, JULY 31	Evening / Annual Banquet
THURSDAY, AUGUST 1	All Day / Delegate Assembly

CONFERENCE FEES

PERSONS WHO REGISTER IN LOS ANGELES WILL PAY THE FULL FEES LISTED BELOW. REGISTER IN ADVANCE! TAKE ADVANTAGE OF THE PACKAGE DEAL OFFER–PAGES 3 & 4.

INDIVIDUAL ITEM COST	
	For UL Staff, Board and other Volunteers
$10	Registration Fee
5	Monday / Luncheon
10	Monday / Dinner Dance: Cocoanut Grove
15	Wednesday / Banquet
$40	Total Value / $40 / The Package Deal Saves You Money!
	For Spouse of Staff, Board, and other Volunteers
$10	Registration Fee
10	Monday / Dinner Dance: Cocoanut Grove
15	Wednesday / Banquet
$35	Total Value / $35 / The Package Deal Saves You Money!

STAFF MEMBERS

☐ Mr.
☐ Mrs. ☐ Dr.
☐ Miss ☐ Rev.

NAME _____

NUMBER _____ STREET _____

CITY _____ ZONE _____ STATE _____

AFFILIATION URBAN LEAGUE _____

Please check ☐ Staff Member Only ☐ Spouse of Staff Member

STAFF MEMBER PACKAGE FOR $19	Registration Fee Monday / Luncheon Monday / Dinner Dance: Cocoanut Grove Wednesday / Banquet
SPOUSE PACKAGE FOR $10	Registration Fee Monday / Dinner Dance: Cocoanut Grove Wednesday / Banquet
FOR $5 EXTRA	The Council of UL Guilds will sponsor a Saturday Luncheon. The cost is $5.00 per person. For reservation, include this amount in your check.

Enclosed is check for $_____ to cover ☐ Staff Member Package
☐ Spouse Package
☐ Guilds Luncheon Ticket (s)

Fill in above, tear this page off, attach your check made payable to: NATIONAL URBAN LEAGUE. Mail to: Conference Director, National Urban League, 14 East 48th Street, New York 17, N.Y.

ADVANCE REGISTRATION CLOSES JUNE 1, 1963

BOARD MEMBER / OTHER VOLUNTEERS

☐ Mr.
☐ Mrs. ☐ Dr.
☐ Miss ☐ Rev.

NAME

NUMBER STREET

CITY ZONE STATE

AFFILIATION URBAN LEAGUE

Please check ☐ Board ☐ Committee ☐ Guild
☐ Other Volunteer ☐ Spouse

BOARD MEMBER – VOLUNTEERS PACKAGE FOR $24	Registration Fee Monday / Luncheon Monday / Dinner Dance: Cocoanut Grove Wednesday / Banquet
SPOUSE PACKAGE FOR $15	Registration Fee Monday / Dinner Dance: Cocoanut Grove Wednesday / Banquet
FOR $5 EXTRA	The Council of UL Guilds will sponsor a Saturday Luncheon. The cost is $5.00 per person. For reservation, include this amount in your check.

Enclosed is check for $_____ to cover ☐ Board Member – Volunteers Package
☐ Spouse Package
☐ Guilds Luncheon Ticket (s)

Fill in above, tear this page off, attach your check made payable to: NATIONAL URBAN LEAGUE. Mail to: Conference Director, National Urban League, 14 East 48th Street, New York 17, N.Y.

ADVANCE REGISTRATION CLOSES JUNE 1, 1963

NATIONAL URBAN LEAGUE, INCORPORATED
July 28th - August 2nd, 1963

RESERVATION REQUEST - - Statler-Hilton Hotel, Los Angeles, Calif.

Please reserve accommodations as circled below:

Name ..... Address .....

City ..... State .....

Unless otherwise advised reservations will be held until 6 P.M.

Date Arriving ..... Hour ..... A.M. P.M. Date Departing ..... Hour ..... A.M. P.M.

Room and bath, one person, daily:
10.00 - 11 50 - 12.00 - 13.50 - 14.50 - 15.50 - 16.50

Room and bath, (double bed), two persons, daily:
13.50 - 15.00 - 15.50 - 17.00 - 18.00 - 19.00

Room and bath, twin beds, two persons, daily
14.00 - 15.50 - 16 00 - 17.50 - 18.50 - 19.50 - 20.50

Suites: Living Room (small) and bedroom, for one or two - - 27.00 to 30.00
Suites: Living Room (large) and bedroom, for one - - - 33.00 to 40.50
Suites: Living Room (large) and bedroom, for two - - - 37.00 to 44.50

For each additional person, over two, in room charge daily 4.00 extra.

NOTE: If rate requested is not available, next available rate will be assigned.

March 6, 1963

Mr.M. T. Puryear
Associate Director
Commerce and Industry Council
National Urban League, Inc.
14 East 48th Street
New York 17, New York

Dear Mr. Puryear:

Thank you for your kind remarks about our "Plans for Progress" report. In accordance with your request for additional copies, we have mailed thirty-(30) of them which you should receive shortly.

Incidentally, as a result of this report, an investigator from the President's Committee has been here recently checking out the firms covered in this report. On the whole, I am glad to say, his findings supported ours.

I hope these extra copies will be useful to you.

Sincerely yours,

Staige D. Blackford
Director of Research

SDB/mmj

SB photo

14 East 48th Street
New York 17, New York
PLaza 1-0300

COMMERCE AND INDUSTRY COUNCIL

of the National Urban League, Inc.

COUNCIL MEMBERS
WINTHROP ROCKEFELLER
Chairman
JOSEPH J. MORROW
Pitney-Bowes
Co-Chairman
ROSCOE W. BATTS
International Harvester Co.
ROBERT D. BLASIER
Westinghouse Electric Corp.
RICHARD W. BROWN
International Business Machines
EDWARD G. BUDD, JR.
Budd Company
F. J. CARTER
Goodyear Tire & Rubber Co.
ROBERT W. DOWLING
City Investing Company
FRANK M. FOLSOM
Radio Corporation of America
G. ROY FUGAL
General Electric Company
RUSSELL GREENMAN
General Cable Corporation
CARL H. HAGEMAN
Union Carbide Corporation
JAMES G. HANES
Hanes Hosiery Mills Co.
WILLIAM E. HARWICK
Campbell Soup Company
THEODORE W. KHEEL
Battle, Fowler, Stokes & Kheel
PHILIP LIEBMANN
Liebmann Breweries
HENRY R. LUCE
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JAMES L. MACWITHEY
Bristol-Myers Company
H. G. MEHLHOUSE
Western Electric Company
LEON MILLER
General Foods Corporation
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United States Steel Corp.
WILLIAM S. PALEY
Columbia Broadcasting System
CLYDE PORT
Socony Mobil Oil Co.
FREDERICK W. RICHMOND
F. W. Richmond & Co.
ELMO ROPER
Elmo Roper & Associates
LEWIS S. ROSENSTIEL
Schenley Industries
LOUIS G. SEATON
General Motors Corporation
ALEX SMALLEY
St. Regis Paper Company
CHARLES F. SMITH
Standard Oil Co. of New Jersey
EDWARD M. TUFT
Radio Corporation of America
SPENCER C. VALMY
Colgate-Palmolive Company
FREDERICK WARBURG
Kuhn, Loeb & Company
JOHN H. WHEELER
Mechanics and Farmers Bank
WALTER H. WHEELER, JR.
Pitney-Bowes

NATIONAL URBAN LEAGUE
HENRY STEEGER
President
WHITNEY M. YOUNG, JR.
Executive Director
M. T. PURYEAR
Associate Director
ADOLPH HOLMES
Assistant Director

February 25, 1963

Mr. Leslie W. Dunbar, Exec. Dir.
Southern Regional Council, Inc.
5 Forsyth St., N.W.
Atlanta 3, Georgia

Dear Les:

I have just finished reading the Council's "Plans for Progress: Atlanta Survey". It is well written and extremely informative.

I have noted that there seems to be varying opinions among the Atlanta representatives of multi-plant corporations with regard to how they fit into the "Plans for Progress". I am not surprised, however.

As you know, we are working with many of the firms indicated in the list you contacted. It would be important to us if we could share a copy of the report with the members of our Commerce and Industry Council and request, at the same time, that they might wish to do a follow-up job on their own operations.

To do this I would need 30 copies, if possible. Your early consideration and reply will be appreciated.

Best wishes.

Sincerely yours,

Puryear

M. T. Puryear
Associate Director

MTP:RAK

The Commerce and Industry Council is an advisory group to and supporter of the Urban League's program for equal employment opportunity.

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1963 NATIONAL CONFERENCE OF THE URBAN LEAGUE

JULY 28 - AUGUST 1 IN LOS ANGELES

14 East 48th Street
New York 17, New York
PLaza 1-0300

PA ✓

PLEASE SAVE THE DATES - JULY 28 - AUGUST 1

The National Conference in Los Angeles promises to be an interesting and exciting one.

Please put the dates on your calendar now! Prepare to join other Urban Leaguers, and representatives of industry, labor, government, education, and other health and social welfare organizations who will attend.

You will receive soon: An Advance Registration Form containing the Conference Program Highlights and a Hotel Reservation Card.

This year plans are being made for a tremendous travel savings plan available through our Group Tour arrangements. These arrangements will include travel to Los Angeles and Post-Convention Tours. In order to take advantage of this great savings offer, all travel will have to be booked immediately through us. You will receive special information and instructions on this travel savings plan within two weeks.

: : :
:

Host: Los Angeles Urban League

Headquarters: Statler Hilton Hotel

PLAZA 1-0300

EQUAL OPPORTUNITY DAY

SPONSORED BY THE NATIONAL URBAN LEAGUE
14 EAST FORTY-EIGHTH STREET, NEW YORK 17, N. Y.

Rec'd 9/13/63

ANNUAL DINNER
THE WALDORF-ASTORIA HOTEL
NOVEMBER 19

HONORING
Mr. H. I. Romnes, President
Western Electric Company

Mr. Harry Van Arsdale, Jr., President
New York City Central Labor Council,
AFL-CIO

September 11, 1963

Dr. Leslie Dunbar, Exec. Dir.
Southern Regional Council
5 Forsyth St., N.W.
Atlanta, Ga.

Dear Dr. Dunbar:

Extending an invitation to the annual Equal Opportunity Day Dinner of the National Urban League is always a very pleasant responsibility. This year both the pleasure and the responsibility are deepened by history; by the course of past history and by the history being made today.

Equal Opportunity Day marks the anniversary of the Gettysburg Address. This year we will mark the 100th anniversary of that call to rededication to freedom. This year also marks the centennial of the Emancipation Proclamation. And this year President Lincoln's call for equality is being answered by more voices and more action than in any other year of the last hundred. This year's dinner will celebrate all these events.

As always at these Equal Opportunity Day Dinners -- to be held at The Waldorf-Astoria on Tuesday, November 19 -- we will honor two men who have made outstanding contributions to equal opportunity. This year's honorees will be Mr. H. I. Romnes, President, Western Electric Company, and Mr. Harry Van Arsdale, Jr., President, New York City Central Labor Council, AFL-CIO.

The League is the only national social agency devoted exclusively to a professional program of helping the Negro secure equal opportunities for decent jobs, education and training, housing, and health and welfare services. It is committed to the use of such methods as research, conference, public education and community organization. The proceeds of this dinner go to further this important work.

This year, on the 100th anniversary of the Gettysburg Address, on the 100th anniversary of the Emancipation Proclamation, we feel it fitting to ask $100 per dinner place -- $1 for every year in which we should have done better than we did.

Your presence at the dinner will add to its importance. I therefore extend a very warm invitation to join us.

For your convenience, a dinner reservation form is enclosed. Tables seating ten are $1,000 ($100 per person). We look forward to your early acceptance.

With all good wishes, I am

Sincerely,

Martin E. Segal

Martin E. Segal,
Dinner Chairman

ON THE OCCASION OF THE 100th ANNIVERSARY OF THE EMANCIPATION PROCLAMATION 1863-1963

Urban League
New York

File

MR. MARTIN E. SEGAL

EOD Dinner Chairman

14 EAST 48th STREET

NEW YORK 17, N. Y.

Dear Chairman Segal:

I shall attend the 1963 Equal Opportunity Day Dinner honoring H. I. Romnes and Harry Van Arsdale, Jr. on Tuesday, November 19th, at 6:30 P.M., The Waldorf-Astoria Hotel, New York City.

Enclosed is my check (tax deductible) for $.....

Please reserve: .....places @ $100

.....tables of 10 @ $1,000

☐ I cannot attend, but my check is sent as a contribution.

NAME.....TELEPHONE.....

ADDRESS.....

Checks should be made payable to the National Urban League. Please list guests on reverse. For information call: PLaza 1-0300, Ext. 22.

GUEST LIST

	NAME (Mr., Mrs., Miss)	ADDRESS
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		

File Urban League LWD

NEWS BUREAU

NATIONAL URBAN LEAGUE
14 East 48th Street
New York, New York 10017

Guichard Parris - PLaza 1-0302

FOR IMMEDIATE RELEASE

This is the text of a telegram sent today in connection with the tragic assassination of the President:

THE WHITE HOUSE

WASHINGTON, D. C.

THE OFFICERS AND TRUSTEES OF THE NATIONAL URBAN LEAGUE ARE SHOCKED AND GRIEF-STRICKEN BY THE PRESIDENT'S ASSASSINATION. THIS TERRIBLE TRAGEDY REMOVES FROM THE WORLD SCENE A COURAGEOUS MAN AND A GREAT CHAMPION OF FREEDOM WHO HAS PROVIDED THE NATION WITH A STRONG AND INSPIRING LEADERSHIP. WE REDEDICATE OURSELVES TO THE REMOVAL OF THE SCOURGE IN OUR SOCIETY THAT FOSTERS THIS KIND OF HATE. NEGRO CITIZENS AND MEN OF GOOD WILL EVERYWHERE MOURN HIS PASSING. WE EXTEND TO THE FAMILY OF THE PRESIDENT OUR SYMPATHY AND HEARTFELT SORROW.

HENRY STEEGER, PRESIDENT

WHITNEY M. YOUNG, JR., EXECUTIVE DIRECTOR

NATIONAL URBAN LEAGUE

14 EAST 48TH STREET

NEW YORK, NEW YORK

Nat'l Urban League

LWDV

NATIONAL URBAN LEAGUE
14 East 48th Street
New York, New York 10017
Guichard Parris - PLaza 1-0302

FOR IMMEDIATE RELEASE

URBAN LEAGUE NAMES NEW ASSOCIATE DIRECTOR
TO HEAD NATIONAL HOUSING PROGRAM OF THE AGENCY

NEW YORK, Dec. 16 -- Appointment of a new top aide to the expanding professional staff of the National Urban League was announced today by Whitney M. Young, Jr., executive director.

Named associate director for housing is Paget L. Alves, Jr., long active in that field both in government capacities and in the work of the Urban League.

In announcing the appointment, Mr. Young termed the selection of Mr. Alves for this key post as another important step by the NUL in stepping up its services in housing, employment, educational opportunity and health and welfare, and program scope to keep pace with the mounting needs of the country's 20-million Negro citizens.

Mr. Alves brings to his new assignment a broad range of experience and training in League community service in the 65 strategic industrial areas in which the League operates, said Mr. Young. His most recent post was that of FHA Regional Intergroup Relations Officer covering the New York, New England and the Central Atlantic areas.

Previously, Mr. Alves was deputy director of the Urban Renewal Commission at Elmsford, N. Y., and from 1954 to 1958, he was housing director for the Urban League of Greater New York.

Other positions he has held include field representative for the Federation of Protestant Welfare Agencies and in the Division of Community Education, New York City Board of Education.

more . . .

222222 ALVES

Mr. Alves attended Lincoln University in Pennsylvania and Howard University, Washington, D. C. He received a BS Degree from Long Island University and a Masters Degree in social work from the Columbia University School of Social Work.

He is a member of Alpha Phi Alpha Fraternity and the National Association of Social Workers.

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12/16/63

30TH

ANNUAL REPORT

SAINT PAUL URBAN LEAGUE

ST. PAUL URBAN LEAGUE

AMERICAN TEAMWORK WORKS

A RED FEATHER AGENCY

OUR CREDO

We Believe

that the Urban League represents a practical application of the principal that Equal Opportunity is an inherent right of every American citizen.

We Believe

that by improving neighborhood and working conditions for minorities throughout the United States, the Urban League is helping to develop higher community standards and greater opportunities for all of the American people.

We Believe

that the special situation of a minority cannot be appraised without regard to the whole community situation of which it is a part; therefore, we believe that no appraisal or plans for the total community can be valid without consideration of the needs of the minority.

We Believe

that the concept of Equal Opportunity includes unrestricted opportunity for sound family life and adequate housing; personal growth and training of the individual and his employment on the basis of merit.

We Believe

that the members of the Urban League are bound to do all possible to advance the objectives of the organization in their community, their state and their nation.

We Believe

also, that members of the Urban League, as individuals, are pledged to set an example of Justice and Fair Play in their personal lives. They should exert their personal influence, at work and at leisure, to make Equality of Opportunity not merely a promise, but an actual fact in the life of every American.

30th

Annual Report

1953

St. Paul Urban League
402 First Federal Building
St. Paul 1, Minnesota

Telephone: CEdar 2539

Member Agency
Greater St. Paul Community Chest & Council, Inc.

Affiliated with
National Urban League

FOREWORD

Minnesota is thought of as one of the pioneer states. On its great Territorial seal, there is the picture of a pioneer looking hopefully at the rising sun and also the legend: "I wish to see what lies beyond."

Those early pioneers in this state, however, did not effect the change from primitive conditions by one massive and completing action. Rather, the transformation was effected slowly by many individuals achieving small gains and especially dogged persistency when the skies were clouded.

In the field of race relations the St. Paul Urban League has also pioneered. Thirty years ago, the League faced a tremendous forest of hardened prejudice and discriminatory customs which barred Negroes from both employment and access to restaurants and hotels. But with unremitting persistency, the League worked at one small task and then another and persevered, even when no progress was discernible for months.

Because of that pioneering, Negroes are now working and being upgraded in a fair number of industries, stores and offices. Because of that pioneering, the barriers at some of the better downtown hotels and restaurants have been dropped.

Yet, in the field of race relations in St. Paul there is still much pioneering to be done. There are still many employers who have not and will not consider a Negro applicant. In the restaurants on the periphery of the city there is still much discrimination. And the hard soil of discriminatory housing practices is yet to be plowed. Much remains to be done. Those tasks the League resolutely makes its own and it faces the future with the spirit of pioneer Minnesota; "I wish to see what lies beyond."

Francis J. Gilligan

President of the
Board of Directors
St. Paul Urban League

THIRTY YEARS OF PIONEERING IN INTER-RACIAL RELATIONS

HISTORY:

In the year of 1923, a number of Negro citizens decided that the social and economic welfare of the St. Paul Negro population could be advanced by the creation of a local branch of the National Urban League.

Shortly thereafter, a group of Negro and white citizens met with a representative of the National Urban League and made plans for setting up the local branch. In order to get started, local citizens raised $1500. An additional amount of $700.00 was granted by the Community Chest. Since 1924, the St. Paul Urban League has been a supported member agency of the St. Paul Community Chest.

The League's first Executive Secretary was Elmer Carter (1923 - 1928), now a member of the New York State Commission Against Discrimination. Since that time the League has had the following Secretaries:

Robert Smalls	(1928-1932) - now Executive Secretary of Warren Urban League, Warren, Ohio;
C. W. Washington	(1932-1938) - now Executive Secretary of Dayton Urban League, Dayton, Ohio;
Clarence N. Mitchell	(1938-1941) - now Labor Secretary for the National Association for the Advancement Of Colored People;
S. Vincent Owens	(1941-1952 - deceased) under whose leadership the St. Paul Urban League had its most successful period of accomplishment;
Thomas A. Talley	(1953 ----) - present Executive Secretary of the League.

Throughout the League's 30 years of operation in St. Paul, it has been guided by the principle that the problems of the non-white population are the problems of the total community. This principle is reflected in the fact that our Board of Directors is composed of representative Negro and white citizens. This characteristic of American teamwork is helping to solve America's number one social problem.

During times of depression, as well as prosperity, the League's program has focused on the following areas of Negro-white relations:

1. Industrial Relations

2. Vocational Guidance and Training

3. Housing

4. Social Research and Community Planning

5. Public Relations

During the past 30 years, the Urban League has been continuously faced with the gigantic task of overcoming traditional patterns of prejudice and discrimination that set people apart. It is easy to recognize its importance by merely examining year to year program highlights.

This Annual Report marks the completion of the St. Paul Urban League's 30th year of service as a Social Agency, organized and chartered to improve living and working conditions of Negro citizens. Through years of hard work and careful planning, the League has become a fully recognized community force promoting those trends which move toward the realization of greater social security and equal opportunity.

****

INDUSTRIAL RELATIONS: Lifting the job ceiling by promoting equal job opportunities.

The Urban League's Industrial Relations program promotes one of the basic principles of American Democracy, that of equal economic opportunity. In spite of the prestige of this principle, inequalities in work opportunities still remains. "The position of Negro workers in St. Paul is no longer determined by the number of jobs held, but by the types being opened on the basis of merit rather than color of skin".

The League has dedicated itself to the removal of these barriers by:

..... Persuading the leaders of industry and commerce to develop policies and practices of "employment on merit".

..... Assisting management in integrating qualified Negroes into their work force.

..... Enlisting management and labor's cooperation in extending "on the job" and apprenticeship training to Negro youth.

The Urban League does not run an employment agency. It seeks rather to plan and initiate those measures that will hasten the acceptance of Negro workers. The need for the League's Industrial Relations program is evidenced by the fact that the average yearly earnings for Negro males is 22 per cent below that of the white males. Further, by the fact that the yearly earnings of Negro females is 30 per cent lower than that of the white females. This difference in income for Negro males in comparison to the white male is partly responsible for the fact that 37 per cent of the female Negro population is in the labor market. Despite the

strides that have been made to secure Fair Employment Practices in St. Paul, the majority of Negro workers are still found in the lower paying un-skilled jobs.

Signs of improvement, however, are encouraging. The status of Negro workers in St. Paul has improved during the last few years. According to the 1950 Census, the number of Negro professional workers has grown from 49 in 1940 to 93 in 1950. Clerical and sales workers increased from 37 in 1940 to 152 in 1950. There has also been an increase in skilled workers from 37 to a total of 74. These changes reflect an increase in job opportunities that are becoming more and more available to Negro citizens.

There are other signs indicating progress. For example, during the past year, 6 additional firms began the utilization of Negro workers in up-graded jobs. Ten other firms have indicated a willingness to employ Negroes on an equal opportunity basis. Opposed to these good signs are the many contacts made with firms where management does not openly admit to discriminatory hiring, but Negroes are never employed.

The solution to the problem of unrestricted Negro employment falls within the confines of both Industry and Labor. These problems cannot be solved without an increased awareness, sense of responsibility, and actual effort on the part of these groups.

****

VOCATIONAL GUIDANCE: Planning Today for Tomorrow's Job

The League's vocational guidance program is based on an optimistic outlook for the future coupled with a realistic appraisal of past and present gains in employment opportunities. The League's guidance program is directed mainly at Negro youth. In so doing, we strive to replace defeatism, resulting from denial of opportunity, with faith in the future. Denial of opportunity,

like communism, destroys individual initiative. Past and present discrimination in employment has left many Negro youth embittered and with diminished ambition to "plan and prepare" for occupations. "Marks of oppression" resulting from these conditions are shown by the fact that only two Negroes are under-going apprenticeship training in St. Paul. A school for training comptometer operators in St. Paul has added to this unhealthy situation by refusing to accept Negro students.

In the League's guidance program, there are times when it is necessary to make a crystal ball speculation as to the future. More often, we base our vocational counselling to youth and adults on facts and figures gathered on a National, State and local level. The Minnesota State Commission on Vocational and Higher Education states that all Minnesota youth should be provided equal opportunity for preparation. The League fully agrees and joins them and the St. Paul Department of Education in this viewpoint.

The League's vocational guidance program operates on a year-round basis. Several times during the year, we join with our National office in conducting special campaigns, such as the "Back to School" campaign urging Negro youth to continue their vocational preparation. Also we discuss problems of guidance with parents and other community groups.

****

HOUSING: Decent and Fair

The League recognizes the desirability of decent housing. The condition and availability of housing open to Negroes leaves much to be desired. Thirty-eight per cent of the housing occupied by Negroes is either dilapidated or without running water or private bath. Of the 11,991 rental and sales housing units built since 1940, few have been available to Negro citizens. Ninety-two per cent of St. Paul's Negro

population lives within eight adjoining census tracts constituting a "getto" housing pattern.

Attempts to prevent Negroes from renting or purchasing in other areas of the city is almost universal. This fact is borne out in a number of ways. For example, in many sections of our city the sales price of property is raised in order to discourage Negroes from buying. In numerous other cases, persons in the housing market simply refuse to sell or rent to Negroes. Seventy-five persons have reported cases of this kind of discriminatory action during the past nine months. Several of these persons are having to find new houses because of plans for a much needed new building to house Maxfield School, and the Housing Re-development program affecting the Rice - Western area.

A few private builders have offered to build special housing units for Negroes. These offers have been rejected because they would merely constitute a redistribution of segregated areas.

On the credit side, public housing on a non-segregated basis and increased cooperation from a few realtors, lending institutions, and private property owners are helping to pave the way for more democratic practice in the housing market.

The above examples demonstrate that people of different color can, not only fight together to defend their country, but also live together in a community that is "decent and fair".

****

PUBLIC RELATIONS: To promote better relations between white and Negro citizens.

Public relations is the basic concept upon which the League's total program is anchored. By means of this phase of our program, we seek to promote the acceptance of Negro citizens in the community at large. The

presence of Negro members in such organizations as the St. Paul Junior Chamber of Commerce, the St. Paul Automobile Club, The Y. M. C. A. and a few other city-wide organizations is no accident. Rather, it is the end product of a well-defined program to promote "equal opportunity". St. Paul is one of six American cities in which Negroes have been permitted to participate in a golf tournament endorsed by the Professional Golfers Association of America. This is true only because of the insistence of the St. Paul Junior Chamber of Commerce that all be given an equal chance to compete.

The staff and board members of our organization serve on numerous other boards and committees. Thus, the influence of the Urban League is reflected in many other phases of our community.

The League's Fellowship Luncheon, held usually in February of each year, continues to arouse the interest of both Negro and white citizens. It is one in a series of meetings, along with our Annual Meeting, designed to create mutual understanding and acceptance.

The St. Paul Urban League has worked with numerous groups during the past years. Attempts were made to better acquaint each group with the community's responsibility in bettering "Negro-white" relations. If this task is a difficult one, then it is made more difficult because many who recognize it are unwilling to help.

In all of our Public Relations activities, we have had the generous cooperation of the press, radio, television, as well as many religious and civic organizations.

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SOCIAL RESEARCH AND COMMUNITY PLANNING

The Urban League bases its program upon a foundation of substantiated facts relative to specific problems to be solved. All of the League's research deals with problems

that have social consequences in planning the present and future programs to improve Negro-white relations.

Most of our work in the area of employment opportunities is proceeding on the basis of two studies made on Negro employment during the past three years. Our knowledge of housing conditions is based upon similar data gathered by our staff.

Over the past 30 years, the League has cooperated with schools, colleges and other agencies interested in data concerning inter-group relations.

The League is represented on all of the Councils operating under the sponsorship of the Greater St. Paul Community Chest. We are active in planning for such groups as the Aging, where specific attention is being given to the welfare of Negroes falling within this category. We are also playing an active part in plans to improve Leisure Time Activities, and other community facilities.

****

URBAN LEAGUE GUILD: Democracy in Action

The Urban League Guild is a group of Negro and white women interested in the work of the League. The Guild is now in its third year. The objectives of this group are to promote, encourage, assist and engage in activities of a cultural, civic and social nature which will publicize and further the general well-being of the Urban League movement.

Several of the Guild's affairs have been valuable as a meeting group where fellow citizens have shared and worked towards a common objective.

****

THE JOB AHEAD

The job that the League is doing has increased in its importance on both the National and International levels. The League has been a pioneer at helping to bring about the "kind of America we want". Many of the advancements in employment and other fields have occured because the League has been constantly on the job.

Although there were no earthshaking changes in 1953, there were definite signs of progress. Each year the list of those who would deny equal opportunity because of skin color is decreasing. Presently, Negroes are being employed by 152 firms. This is an increase of 6 over 1952. These and other signs point towards the eradication of denials on the basis of color and first class citizenship for all Americans. "This is the America we want".

****

BOARD OF DIRECTORS AND MEMBERSHIP

The work that the League has done during the past 30 years has been a joint endeavor involving many people of different colors, and creeds and national origins.

A multitude of persons have expressed and are yet expressing their interest through the medium of Urban League membership or by serving on its Board of Directors.

The following is a roster honoring those who have served on our Board:

PAST BOARD MEMBERS

1. *D. W. Aberle
2. William Alexander

3. Rabbi Saul B. Applebaum
4. Milton V. Bergstedt
5. *F. R. Bigelow
6. Paul G. Bremer
7. Hon. Kenneth G. Brill
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9. W. S. Butler
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17. E. J. Domeier
18. John J. Doyle
19. William Eiden
20. Rev. F. M. Eliot
21. Rev. Arthur Foote
22. *William T. Francis
23. L. R. Frankel
24. Dr. S. F. Franklin
25. Dr. John R. French
26. *Mrs. Cora Grissom
27. C. W. Hamilton
28. *Rev. L. W. Harris
29. Dr. C. C. Hill
30. Owen Howell
31. James Hughes
32. Harry Huse
33. Mrs. Gladys James
34. J. E. Johnson
35. C. E. Jones
36. A. W. Jordan
37. Rev. Charles J. Keefe
38. Charles Kneeland
39. Rev. A. H. Lealtad
40. Ted LeBerthon
41. Irving Levy
42. Morris Love
43. Rev. Jerome J. Luger
44. *George McCloud
45. *Fred D. McCracken
46. Mrs. H. C. McDaniel
47. Mrs. Mary D. McFarland
48. Rev. H. M. Marbley
49. *Rabbi Harry S. Margolis
50. *Mrs. Mae B. Mason
51. Norman Mears
52. *Charles Miller
53. C. H. Mobiley
54. Rev. Benj. N. Moore
55. Thomas Morgan
56. Mrs. Helen P. Mudgett
57. James Nankivell
58. Rev. James A. Phelps
59. Fred S. Power
60. Paul Proctor
61. Rev. Wallace W. Robbins
62. D. B. Robinson
63. Lathrop Rogers
64. H. P. Ross
65. W. S. Ryder
66. H. H. Sargent
67. *Clement F. Sculley
68. Frank M. Smith
69. Isaac Summerfield
70. Sherman A. Sundin
71. Mrs. Zula Tandy
72. *Dr. D. V. Turner
73. Harold O. Washburn
74. Dr. Earl S. Weber
75. M. A. Welsh
76. Raymond F. Wentz
77. Charles Weschcke
78. C. W. Wigington
79. Roy Wilkins
80. Humphrey Wilkinson
81. Rev. H. Y. Williams
82. Mrs. Josie Williams
83. Mrs. Harold E. Wood

* Deceased

PRESENT BOARD OF DIRECTORS

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Rev. Francis J. Gilligan	President
Rev. Floyd Massey, Jr.	First Vice President
Imogene Schuneman	Second Vice President
R. R. Mitchell	Secretary
Ruth L. Bowman	Treasurer

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Rev. James C. Dixon
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Max Karl
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John M. Patton
Clayton G. Rein
Walter J. Rock
Charles F. Rogers
Doris M. Roper
Carl T. Schuneman
Allen C. Sulerud
Sherman A. Sundin
Frank Taylor
Leona Winner

STAFF

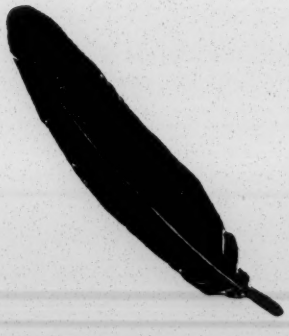
S. Vincent Owens *	Executive Secretary
Thomas A. Talley	Executive Secretary
Richard K. Fox, Jr.	Industrial Secretary
Mildred T. Jordan **	Administrative Secretary
Maxine Smith	Administrative Secretary

* Deceased
** Resigned

September
1953

31st Annual Report

St. Paul
Urban League



A Community Chest
Red Feather Service

WHAT IS THE ST. PAUL URBAN LEAGUE?

- it is an *affiliate* of the *National Urban League,* the oldest social service agency working in the field of interracial relations.
- it is an organization of outstanding *local citizens* who work to promote *equal opportunity.*
- it is a *fact finding agency* which combines research with constructive action for community improvements.
- it is a *social service agency* using the techniques of *conference* and *persuasion* to promote equal opportunity.
- it is a *resource* for individuals, organizations and agencies on matters of interracial relations.
- it is a *member agency* of the Greater St. Paul Community Chest.

This Is Our Work!

* * * * * **31 Years of community planning for better interracial relations.**

* * * * * **210 persons have made valuable contributions to St. Paul by serving as board and committee members.**

* * * * * **Continuing research on the working and living conditions of the Negro population.**

* * * * * **Staff members participated in 431 community planning meetings and conferences on housing, education, health, recreation and employment opportunities.**

* * * * * **780 individuals counselled on problems of vocational preparation, employment and housing, answered 137 requests for information and made 42 speeches and lectures relative to interracial relations.**

* * * * * **active participants in the city wide planning councils of the Community Chest.**

PRESIDENT'S MESSAGE

"I firmly believe that one of the great needs of our time is to strike against all prejudices. Industry and Commerce, like churches and synagogues, should grow more and more concerned with the individual no matter what his color, race or creed. Human relations in every business should be so replete with an underlying sense of brotherhood that a man or woman coming to work in that business, or a customer coming to buy would immediately recognize the character of that business, its unselfishness and its integrity. I suggest this as a challenge to all . . ."

Carl T. Schuneman
President
St. Paul Urban League

HOW IS IT FINANCED?

The St. Paul Urban League receives the greater part of its Budget from the St. Paul Community Chest. A small portion of its budget is derived from membership dues. The League carries out a specialized function and **does not duplicate** the work of any other agency.

HOW CAN YOU HELP?

The St. Paul Urban League invites you to become an active member and participate in its program. The goals for which it works can be achieved only through the cooperative efforts of civic minded individuals of our city.

MEMBERSHIP

Enroll me as a supporter of the St. Paul Urban League

- ☐ General Contributor ($2 a year)
- ☐ Contributing Member ($5 a year)
- ☐ Supporting Member ($10 a year)
- ☐ Sustaining Member ($25 and over a year)

(Check one)

Members also receive SPUL regular reports and publications.

Name_____

Address_____

City_____

Make check or money order payable to

ST. PAUL URBAN LEAGUE,

402 First Federal Building, St. Paul 1, Minnesota

Contributions are deductible for income tax purposes

ST. PAUL URBAN LEAGUE

402 First Federal Building

St. Paul 1, Minnesota

Telephone: CApital 2-2539

BOARD OF DIRECTORS

OFFICERS

Carl T. Schuneman.....President
Rev. Floyd Massey, Jr.....1st Vice President
Joseph Okoneski.....2nd Vice President
R. R. Mitchell.....Secretary
Walter J. Rock.....Treasurer

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Allen C. Sulerud
Sherman A. Sundin
Leona Winner

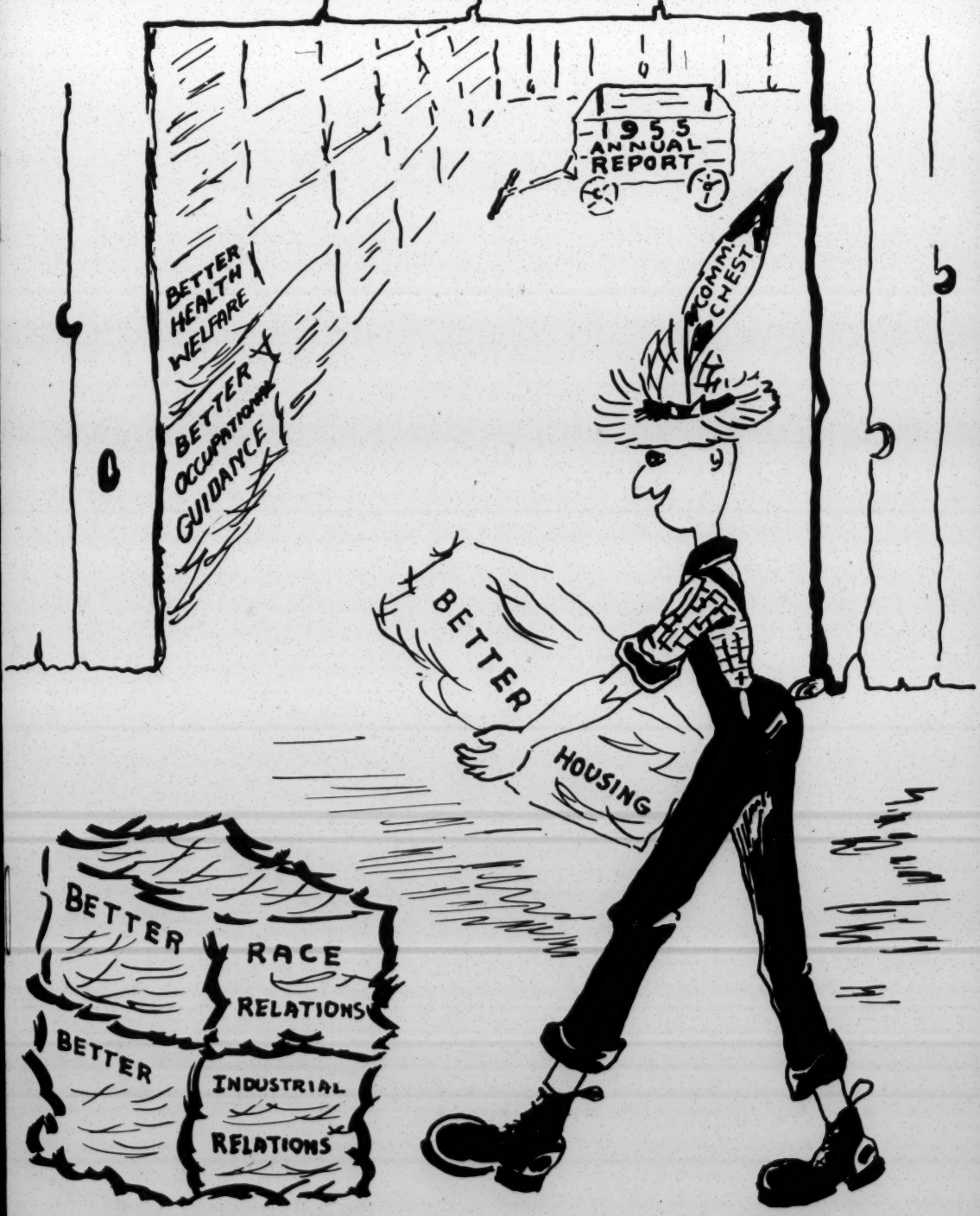
STAFF

Thomas A. Talley.....Executive Secretary
Richard K. Fox.....Industrial Secretary
Maxine E. Smith.....Administrative Secretary

COMMUNITY CHEST ADOPTEE

PAUL D. HAGSTRUM

ST. PAUL URBAN LEAGUE'S HARVEST BARN



32nd.
ANNUAL REPORT
1955

ST. PAUL URBAN LEAGUE
402 FIRST FEDERAL BUILDING
ST. PAUL 1, MINNESOTA
CA 2-2539

MEMBER AGENCY
GREATER ST. PAUL COMMUNITY CHEST &
COUNCIL, INC.
AFFILIATED WITH
NATIONAL URBAN LEAGUE

FOREWORD

WE ARE ENCOURAGED BY THE PROGRESS MADE DURING THE PAST YEAR, OUR THIRTY-SECOND, IN LESSENING RACIAL DISCRIMINATION IN THE FIELD OF EMPLOYMENT.

SUCH PROGRESS HAS COME ABOUT BECAUSE THE ST. PAUL URBAN LEAGUE HAS CONTINUED TO WORK PATIENTLY, TACTFULLY AND CONSISTENTLY IN THE FIELD OF RACE RELATIONS.

MUCH STILL REMAINS TO BE DONE IN OUR CITY, HOWEVER, ESPECIALLY IN THE FIELD OF HOUSING, TO CREATE EVEN MORE WHOLESOME AND GREATER UNDERSTANDING OF THE NEEDS OF ALL OF OUR CITIZENS.

CARL T. SCHUNEMAN
PRESIDENT, ST. PAUL
URBAN LEAGUE

OUR CREDO

WE BELIEVE

THAT THE URBAN LEAGUE REPRESENTS A PRACTICAL APPLICATION OF THE PRINCIPAL THAT EQUAL OPPORTUNITY IS AN INHERENT RIGHT OF EVERY AMERICAN CITIZEN.

WE BELIEVE

THAT BY IMPROVING NEIGHBORHOOD AND WORKING CONDITIONS FOR MINORITIES THROUGHOUT THE U.S.A., THE URBAN LEAGUE IS HELPING TO DEVELOP HIGHER COMMUNITY STANDARDS AND GREATER OPPORTUNITIES FOR ALL OF THE AMERICAN PEOPLE.

WE BELIEVE

THAT THE SPECIAL SITUATION OF A MINORITY CANNOT BE APPRAISED WITHOUT REGARD TO THE WHOLE COMMUNITY SITUATION OF WHICH IT IS A PART; THEREFORE, WE BELIEVE THAT NO APPRAISAL OR PLANS FOR THE THEAL COMMUNITY CAN BE VALID WITHOUT CONSIDERATION OF THE NEEDS OF THE MINORITY.

WE BELIEVE

THAT THE CONCEPT OF EQUAL OPPORTUNITY INCLUDES UNRESTRICTED OPPORTUNITY FOR SOUND FAMILY LIFE AND ADEQUATE HOUSING; PERSONAL GROWTH AND TRAINING OF THE INDIVIDUAL AND HIS EMPLOYMENT ON THE BASIS OF MERIT.

WE BELIEVE

THAT THE MEMBERS OF THE URBAN LEAGUE ARE BOUND TO DO ALL POSSIBLE TO ADVANCE THE OBJECTIVES OF THE ORGANIZATION IN THEIR COMMUNITY, THEIR STATE AND THEIR NATION.

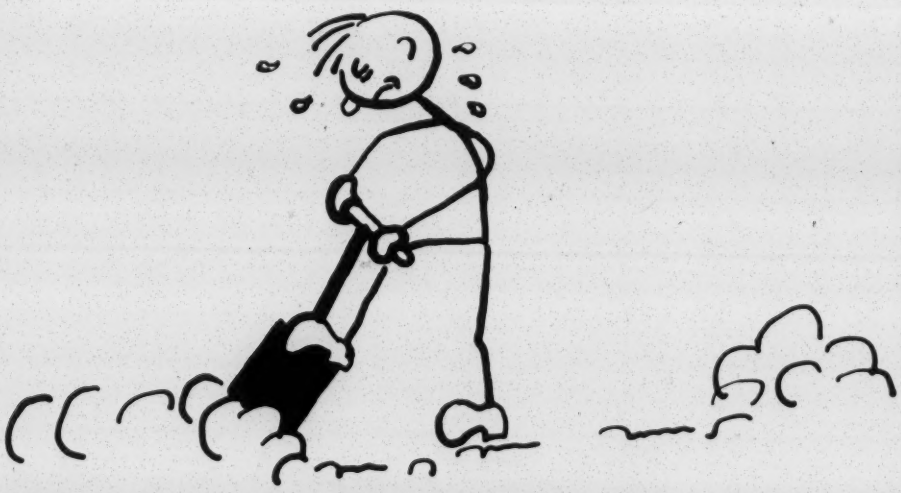
WE BELIEVE

ALSO, THAT MEMBERS OF THE URBAN LEAGUE, AS INDIVIDUALS, ARE PLEDGED TO SET AN EXAMPLE OF JUSTICE AND FAIR PLAY IN THEIR PERSONAL LIVES. THEY SHOULD EXERT THEIR PERSONAL INFLUENCE, AT WORK AND AT LEISURE, TO MAKE EQUALITY OF OPPORTUNITY NOT MERELY A PROMISE, BUT AN ACTUAL FACT IN THE LIFE OF EVERY AMERICAN.

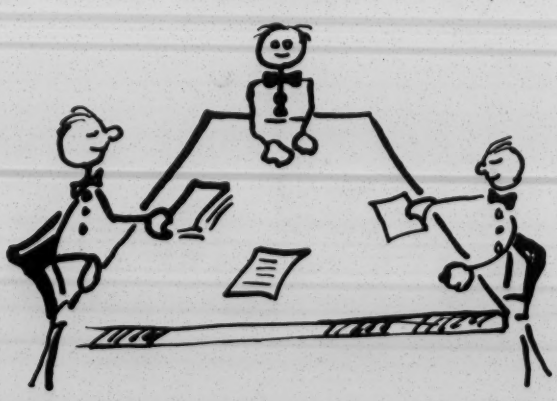
THE SEED OF EQUAL OPPORTUNITY

WHEN THE ST. PAUL URBAN LEAGUE WAS ORGANIZED THIRTY TWO YEARS AGO IT PLANTED THE IDEA OF EQUAL OPPORTUNITY WITHOUT REGARDS FOR RACE, CREED, COLOR OR NATIONAL ORIGIN INTO THE SOIL OF THIS COMMUNITY.

THE IDEA OF EQUAL OPPORTUNITY WAS MERELY A SEED. THOUGH PLANTED IN FERTILE SOIL, ITS GROWTH WAS AT TIMES DISAPPOINTING TO THOSE WHO AWAITED ITS FRUITS. BOTH BEFORE AND AFTER THE SEED WAS PLANTED A LOT OF GROUNDWORK HAD TO BE DONE.



AT THE OUTSET IT WAS REALIZED THAT THE SUCCESS OF THE SEED DEPENDED UPON CAREFUL PLANNING



WHO SHOULD BE THE PLANNERS?

RUTH STANDISH BALDWIN FOUNDER OF THE NATIONAL URBAN LEAGUE HAD ANSWERED THIS QUESTION EARLIER WHEN SHE SAID: "LET US WORK NOT AS COLORED PEOPLE NOR AS WHITE PEOPLE FOR THE NARROW BENEFIT OF ANY GROUP ALONE, BUT TOGETHER AS AMERICAN CITIZENS FOR THE COMMON GOOD OF OUR COMMON CITY, OUR COMMON COUNTRY".

THIS PHILOSOPHY BY WHICH EQUAL OPPORTUNITY IS CULTIVATED THROUGH INTERRACIAL COOPERATION IS ONE OF THE BASIC IMPLEMENTS USED BY THE LOCAL LEAGUE. THROUGHOUT ITS HISTORY THE LEAGUE HAS LABORED TO PROMOTE EQUAL OPPORTUNITY BY WEEDING OUT THOSE SUBSTANCES THAT STUNT GROWTH.

WHAT SUBSTANCES IMPEDE GROWTH OF EQUAL OPPORTUNITY?

THE MOST VISCIOUS IS RACIAL DISCRIMINATION WHICH IS FERTILIZED BY PREJUDICE.

HOW DOES THE LEAGUE WEED OUT THESE NEGATIVE FACTORS? STAFF AND BOARD MEMBERS WORK AT THE FOLLOWING TASKS:

I RESEARCH AND FACT FINDING — WE GATHER, ANALYZE AND PROVIDE FACTS ABOUT HEALTH AND WELFARE, EMPLOYMENT, VOCATIONAL GUIDANCE AND HOUSING. THESE FACTS ARE USED AS A BASE ACTION.

- 2 HOUSING SURVEYS IN PROCESS.
- CONTINUING INVENTORY ON VOCATIONAL PROBLEMS AND ACHIEVEMENT OF HIGH SCHOOL GRADUATES.
- FILLED 35 REQUESTS FOR FACTUAL INFORMATION ON INTERRACIAL RELATIONS.

II HOUSING — WE WORK WITH HOME OWNERS AND BUILDERS, AND WITH BANKS THAT LEND MONEY TO BUILD HOMES. WE SEEK TO EXPAND THE HOUSING SUPPLY, AND, AT THE SAME TIME, REMOVE RACIAL OCCUPANCY BARRIERS. WE WORK WITH GOVERNMENTAL HOUSING AGENCIES TO INCREASE HOUSING OPEN TO NEGROES.

- 10 CONFERENCES HELD ON URBA REDEVELOPMENT . . . RELOCATION OF NEGRO CITIZENS.
- 15 CONTACTS MADE IN AN EFFOFT TO ELIMINATE DISCRIMINATORY OCCUPANCY PRACTICES.

III VOCATIONAL GUIDANCE - WE PROVIDE JOB AND CAREER INFORMATION AND SERVICES TO YOUNG PEOPLE AND ADULTS. WE COOPERATE WITH SCHOOLS AND COLLEGES IN PROMOTING VOCATIONAL GUIDANCE SERVICES. WE CONDUCT COMMUNITY INSTITUTES IN GUIDANCE.

- 780 INDIVIDUALS RECEIVED COUNSELLING ON VOCATIONAL PLANNING AND EMPLOYMENT.
- 129 PERSONS SERVED THROUGH THE LEAGUES GUIDANCE WORKSHOP.

IV INDUSTRIAL RELATIONS - WE WORK WITH MANAGEMENT AND LABOR AND WITH THE PUBLIC EMPLOYMENT SERVICES TO HELP PROVIDE NEW & WIDER OPPORTUNITIES FOR QUALIFIED NEGROES AND WE PROVIDE COUNSEL RELATIVE TO RECRUITMENT AND INTEGRATION.

- 84 EMPLOYERS, 20 LABOR UNIONS, AND 8 GOVERNMENTAL UNITS CONSULTED WITH REFERENCE TO UNRESTRICTED EMPLOYMENT OPPORTUNITY.
- 18 NEW JOB OPPORTUNITIES DEVELOPED.

V WE PROVIDE SPEAKERS FOR COMMUNITY GROUPS AND UTILIZE THE PRESS, RADIO AND TELEVISION IN ORDER TO INTERPRET FEELINGS OF PREJUDICE AND ACTS OF DISCRIMINATION. WE FURNISH AN INFORMATIONAL SERVICE TO HIGH SCHOOL AND COLLEGE STUDENTS AND OTHER INTERESTED INDIVIDUALS DESIRING FACTUAL INFORMATION REGARDING RACE RELATIONS. WE COOPERATE WITH A SELECT NUMBER OF GROUPS WITH SIMILAR OBJECTIVES.

- PROGRAM RELATED MEETINGS ATTENDED 138 - STUDENT COUNSEL ON INTERRACIAL RELATIONS 22.
- SPEECHES AND LECTURES 50, PRESS RELEASES 7, AND RADIO AND TELEVISION APPEARANCES 2.

ST. PAUL URBAN LEAGUE SUMMARY OF INCOME AND EXPENDITURE FOR THE YEAR ENDED - DECEMBER 31, 1954.

INCOME

COMMUNITY CHEST	17,755.65
OTHER SOURCES	1,352.25
TOTAL INCOME	19,107.90

EXPENDITURES

SALARIES, RETIREMENT FUND SOCIAL SECURITY, TAXES	13,815.36
RENT AND HOUSING EXPENSES	1,601.79
PROGRAM OPERATIONS	3,654.89
* TOTAL EXPENDITURES	19,072.04
BALANCE JAN. 1, 1955	35.86

* OUR BOOKS ARE AUDITED BY THE GREATER ST. PAUL COMMUNITY CHEST.

* SPECIAL ALLOCATION OF $278.00 RECEIVED FROM THE REHABILITATION FUND OF COMMUNITY CHEST AND EXPENDED FOR REPAIRS AND REPLACEMENTS OF EQUIPMENT.

ST. PAUL URBAN LEAGUE

BOARD OF DIRECTORS

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DR. J. W. CRUMP
WILLIAM M. GODETTE
PAUL D. HAGSTRUM
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NORMA LAZENBERRY
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CHARLES F. ROGERS
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SHERMAN A. SUNDIN

REV. FRANCIS J. GILLIGAN
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S. E. HALL
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ALICE S. ONQUE
HON. JAMES C. OTIS
WALTER ROCK
DORIS M. ROPER
CARL T. SCHUNEMAN
IMOGENE SCHUNEMAN

LEONA WINNER

STAFF

THOMAS A. TALLEY	EXECUTIVE SECRETARY
RICHARD K. FOX	INDUSTRIAL SECRETARY
MAXINE E. SMITH	ADMINISTRATIVE SEC'Y

Memo . . . FROM THE DESK OF

. . . . . EAB . . . . . .

10/8/56

Ernest Cooper, St. Paul Urban

League called GSM re speaking

at the St. Paul, Minnesota Urban

League at 6:30 p.m./ Should $50.00
11/20/56

Will expenses.

Glossy and biographical sketch
sent 10/9/56

October 9, 1956

Mr. Ernest Cooper
St. Paul Urban League
First Federal Building
St. Paul, Minnesota

Dear Mr. Cooper:

Enclosed is a mat and a biographical sketch of Mr. George Sinclair Mitchell. These are being sent you, in accordance with your request of October 8th, for publicity about Mr. Mitchell's speaking engagement for the League on November 20th.

Sincerely,

Elizabeth A. Brantley
Secretary to
Mr. George S. Mitchell

Encls.

October 15, 1956

Mr. Ernest C. Cooper
Acting Executive Secretary
St. Paul Urban League
402 First Federal Building
St. Paul 1, Minnesota

Dear Mr. Cooper:

I am honored to be your speaker on Tuesday, November 20th at 6:30 p.m. at the Ryan Hotel in St. Paul.

We possess a single glossy, which is in temporary use at Morehouse College. We have asked for it back, and shall send it to you the moment we get it which should be soon.

Sincerely,

George S. Mitchell
Executive Director

GSM/eab
Dictated by Mr. Mitchell/signed in his absence.

St. Paul Urban League

TO IMPROVE INTERRACIAL RELATIONS

402 First Federal Building St. Paul 1, Minnesota

CApital 2-2539

October 12, 1956

BOARD OF DIRECTORS

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Walter J. Rock
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Alice S. Onque
Hon. James C. Otis
Clayton G. Rein
Katherine Ridder
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Imogene Schuneman
Allen C. Sulerud
Leona Winner

Thomas A. Talley
Executive Secretary

Ernest C. Cooper
Industrial Secretary

Maxine E. Smith
Administrative Sec'y

Dr. George S. Mitchell
Executive Director
Southern Regional Council, Inc.
63 Auburn Avenue, N. E.
Atlanta 3, Georgia

Dear Dr. Mitchell:

We wish to confirm the invitation extended you, by telephone, to address the 33rd Annual Meeting of the St. Paul Urban League. We are very happy that you can be with us for this occasion. This will be a dinner meeting, held at 6:30 p.m., Tuesday, November 20th in the Gold Room of the Ryan Hotel.

There has been one departure from the brief program outline which I gave you over the telephone. We would like you to appear as the main speaker rather than as a panel participant. It is our feeling that the message which we hope you will bring will have a greater impact if presented as an address rather than in a panel discussion.

We would want you to speak for approximately 30 or 40 minutes. The theme of the meeting will be "Desegregation - Its Import and Implications for Southern and Northern Communities". We are proud of the gains that St. Paul has made in the area of human relations. However, we are fully aware that there is still much work to be done and we know that the role of the Urban League must continue to be one of strong leadership in promoting these changes.

We feel that current trends and developments in the area of interracial relations, especially on the southern scene, have great significance for northern communities, such as, Saint Paul, and we think that our audience would profit greatly from being made aware of what these implications are. We feel that particularly from the standpoint of your present work and first-hand knowledge of the south, you could build your talk around this subject, stressing the significance of these changes and their relation to the Urban League program. We expect a good representation, at the meeting, from the labor movement here, so you may wish to include in

your talk some material relative to the labor situation in the south.

We will pay your expenses for travel and those incurred during your stay in the city. We will make a reservation for you at the Hotel Lowry, and of course, you are free to select your own mode of travel. In regard to an honorarium, we will be happy to honor your request for fifty ($50) dollars.

We have received the mat and the biographical sketch which your office sent. However, we will need two glossy prints, of yourself, for our daily papers since they do not use mats for their photography. We wish to give your appearance wide publicity in the daily as well as the weekly papers.

We feel very fortunate in having you come to St. Paul, because of the extent and variety of your experience and, because of the many contributions that you are making in the south in the field of intergroup relations.

If there are any questions which you might have relative to St. Paul or our meeting, please raise them. We will be happy to supply whatever information that we can.

Thanking you for your cooperation in this matter.

Sincerely yours,

Ernest C. Cooper

Ernest C. Cooper
Acting Executive Secretary

ECC/mes

Enclosures

October 29, '56

Mr. Ernest Cooper
St. Paul Urban League
St Paul, Minn.

Dear Mr. Cooper,

When I had the pleasant news that I was to go to your meeting I wrote my friend Fr. Vincent J. O'Connell, at St. Louis Church (506 Cedar St), and told him I hoped the trip would give me a glimpse of him. He most kindly wrote that I should stay at his Rectory. This I jump to accept. So nobody need figure me out a hotel; I'll stay with Father Vince.

Appreciatively,

George S. Mitchell

November 8, 1956

Mr. Ernest C. Cooper
Acting Executive Secretary
St. Paul Urban League
402 First Federal Building
St. Paul 1, Minnesota

Dear Mr. Cooper:

I will go over and get some more shiny pictures made of me today, and will send them to you before the end of this week quicko.

When a man makes a speech the least he can do is to guarantee that he gets to town ahead of time. To that end I have arranged to leave Atlanta Monday, November 19th, via Eastern Air Lines' Flight 906, which gets into Chicago at 8:05 p.m., and gets me on to St. Paul to the airport at 10:08 p.m. Nobody need bother about me. I will take myself from the airport into Father Vince's rectory, and would about the opening of business on the morning of Tuesday the 20th be on your office doorstep seeking instructions.

I leave at 7:30 a.m. on Wednesday the 21st headed out for Atlanta -- likewise all by air.

I have nothing that I must do in the course of Tuesday before the speechmaking, and I am at your service. But if you block out any big chunk of that day's time, it would be well if you did so in agreement with Father Vince. Father Vince and I have a habit of going around addressing Seminarians.

Sincerely,

George S. Mitchell
Executive Director

GSM/eab

St. Paul Urban League

TO IMPROVE INTERRACIAL RELATIONS

402 First Federal Building St. Paul 1, Minnesota

CApital 2-2539

November 6, 1956

RECEIVED NOV 8 1956

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Rev. Floyd Massey, Jr.
1st Vice President

Joseph Okoneski
2nd Vice President

R. R. Mitchell
Secretary

Walter J. Rock
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Ernest C. Cooper
Industrial Secretary

Maxine E. Smith
Administrative Sec'y

Dr. George S. Mitchell
Executive Director
Southern Regional Council
63 Auburn Avenue, N. E.
Atlanta 3, Georgia

Dear Dr. Mitchell:

I have received your letter of October 29 relative to your staying with Father Vincent J. O'Connell. Since you will stay with Father O'Connell we will not reserve hotel accomodations for you.

There are one or two bits of information or material which we will need from you to complete our plans for your visit with us. We will need three (3) glossy print pictures of yourself to be used in connection with the publicity which we plan to give your visit. I understand from your secretary that the print which you usually use is being used elsewhere and is to be forwarded to us as soon as it is returned. However, because we wish to get our publicity releases in the hands of the press by Monday of next week we would appreciate having these pictures as soon as possible.

If you will notify us as to the date and time of your arrival in the city, plus the duration of your stay, it will help us in completing our plans for the press and some community leaders to have an opportunity to meet with you prior to the meeting itself.

Thank you for your cooperation in this matter and best wishes.

Sincerely yours,

Ernest C. Cooper

Ernest C. Cooper
Acting Executive Sec'y

ECC/mes

November 9, 1956

Mr. Ernest C. Cooper
Acting Executive Secretary
St. Paul Urban League
402 First Federal Building
St. Paul 1, Minnesota

Dear Mr. Cooper:

Here are the three glossy prints of Mr. Mitchell, as you requested in your letter of November 6th.

Sincerely,

Secretary

eab/

Encls.

November 27, 1956

Mr. Ernest Cooper
St. Paul Urban League
First Federal Building
St. Paul, Minnesota

Dear Mr. Cooper:

Safely home, though that wretched Northwestern Air Lines plane squatted in St. Paul before take-off long enough to cause me to miss my Chicago connection, and I didn't get home until suppertime that night. Howsomeever, that saved me a weary afternoon at the office, and so I guess I am better off.

The St. Paul Urban League was certainly most generous with its check, and the Southern Regional Council is deeply grateful.

I had a good time and liked you and your wife and all the people.

Sincerely,

George S. Mitchell
Executive Director

GSM/eab

St. Paul Urban League

TO IMPROVE INTERRACIAL RELATIONS

402 First Federal Building St. Paul 1, Minnesota

CApital 2-2539

November 29, 1956

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RECEIVED DEC 1 1956

Dr. George S. Mitchell
Executive Director
Southern Regional Council
63 Auburn Avenue, Northeast
Atlanta, Georgia

Dear Dr. Mitchell:

On behalf of the board, membership, and staff of the St. Paul Urban League, we want to thank you for coming to St. Paul to appear as the guest speaker at our 33rd Annual Meeting.

At a time when most of the reports we receive regarding the progress of desegregation in the south tend to present a somewhat negative prognosis, it is good for northern audiences to hear someone from the south make the positive statement: "it is going to be done".

We are very happy to have had you come to us and we are still receiving compliments in behalf of your address.

My personal best wishes to you for your continued success in "building that ark at the bottom of the lake". Also, I wish you every good luck in your plans commencing January 15, 1957.

Sincerely yours,

Ernest C. Cooper

Ernest C. Cooper
Acting Executive Sec'y

ECC/mes

The Urban Planning Project--Where It's Been; Where It's Going

Moreland Griffith Smith, Director
Susan Bresler, Assistant

Annual Report

January 1967

In its first year, the Urban Planning Project has been engaged in gathering resource material. The following seven publications make up a well-rounded kit:

1. Neighborhood Stabilization: A Program
2. A Home of Our Own
3. Atlanta Housing Study
4. NEIGHBORHOODS Where Human Rights Begin
5. Mr. Mayor, Can We Solve Our Housing Dilemna?
6. A Guide to Programs for Better Homes and Neighborhoods
7. A Housing Handbook for Mayors

Midway to completion is a six-city analysis of housing, planning, and renewal programs in the South.

While some field assistance was provided in the course of preparing the studies, the project is now in a solid position to serve as a continuing resource on housing and urban problems.

The second year will be geared to making the project a viable resource, in setting up liaison with other groups in the housing/civil rights field, including human relations councils. In the meantime, contact has already been made with some of these groups, as well as with the Federal government and with planners.

An object of particular interest in the coming year is a regional master plan study for an area in the Southeast.

URBAN PLANNING PROJECT

The purpose of the Urban Planning Project is to assess urban planning in the South, attempt to involve the total community in progressive action programs; encourage local governments to make all city services available on an equal basis to all citizens, as well as to take the lead in promoting equality in housing and open occupancy.

In setting the goal of the Urban Planning Project as equal opportunity in housing and urban facilities we have found in order to reach these goals, fair housing legislation, neighborhood organizations and regional planning are of key importance!

Studies produced during the first year under this project are aimed at the general public (#3), (#4), city officials (#5), (#7), voluntary citizen movements (#1), new homebuyers (#2), and other individuals interested in better housing and neighborhoods (#6). The studies include:

1. Neighborhood Stabilization: A Program
2. A Home of Our Own
3. Atlanta Housing Study
4. NEIGHBORHOODS Where Human Rights Begin (Baltimore, Philadelphia, and Washington)
5. Mr. Mayor, Can We Solve Our Housing Dilemma?
6. A Guide to Programs for Better Homes and Neighborhoods
7. A Housing Handbook for Mayors

Besides the studies, activities of the Urban Planning Project include:

1. Dialogue with planning professionals
2. Proposed metropolitan regional study
3. Analysis of six Southern cities
4. Field assistance to several cities throughout the South
5. Conferences with the National and Regional Office of the Department of Housing and Urban Development as well as the Secretary, Dr. Weaver

   Several conferences with Dr. Doxiadus and staff

   Urban America: 221d3 Housing

   Our People and their Cities

   National Catholic Conference on Interracial Justice

   LeMoyne College, Memphis Conference on Housing

   Faculty of the University of Pennsylvania and University of North Carolina

FUTURE

1. Further studies to create tools for citizen action
2. Consultant to cities and councils on human relations
3. Confrontation with professionals and institutions of higher learning

HOUSING

It is our conviction that of all the modern urban problems adequate housing is an essential for people to live normal lives and for individuals to make the most their capabilities in education, employment, or any other human endeavor. It is also our conviction that open occupancy in housing is synonymous with equal opportunity and is an essential national position if this country is to be democracy in the true sense of the word. It is for these reasons that the Urban Planning Project has spent a good deal of time on these documents:

1. Neighborhood Stabilization: A Program (for Home Owner)
2. A Home of Your Own (for Renter)
3. Atlanta Housing Study
4. Guide to Programs for Better Homes and Neighborhoods (for Groups)
5. NEIGHBORHOODS Where Human Rights Begin (for Public)

In addition to the above, the Urban Planning Project is giving much attention to working with the national and regional offices of H.U.D., and with local communities and organizations.

Urban planning in the United States will never reach the flower of its great potential until ours is a Free Society with equal opportunity for all citizens; for the Urban Plan of the Nation is a reflection of all its people and their ways.

When urban renewal projects are undertaken in a community, it is the "responsible" organization that spearhead the movement - the Chamber of Commerce, civic and business clubs, etc. The people who will feel the impact of change, who will be moved into unfamiliar settings, are often not represented or poorly represented. They lack the organization and the know-how. It is easy for the man who lives across the street from the country club to analyze the needs of his city in terms of its "image" and what will bring prosperity. He wants the workers to have better housing and jobs because it will contribute to the financial progress of the city, will benefit the business interests through ever increasing prosperity.

However, all too frequently the displacing of families results in real hardship, however poor their dwellings. There is doubling up in equally bad slums, waiting for the day when the new homes are built. Often the new projects are situated away from the section that has come to be home. It may be inconvenient to get to work. It may mean a new church, new school, new friends and associates.

All people need to be thought of as people, human beings, with preferences, aspirations, all of the human emotions. In so far as possible, they should not be pawns on a chessboard.

The Chamber of Commerce has made an extensive study of urban planning and come up with recommendations for procedure. Although it reaches the "power structure," the people who have the know-how to get projects underway, the people who stand to benefit most from a prosperous city, it still emphasizes that the ground work for a project must be laid by going to all of the people, to a wide diversity of responsible organizations.

The S.R.C. is an organization which is responsible and which is in communication with the poor, the minority groups. The S.R.C. is in a unique position in that many of its board members can qualify as "power structure" people in their own communities, they have the know-how, the ability to set in motion the wheels of progress, but they are also people with a social conscience and in touch with the poor. The S.R.C. can serve a useful purpose as a liaison between all groups seeking to erase civic blight, for it can communicate in meaningful terms with all who are interested and who will be affected.

URBAN PLANNING PROJECT

Consultation Trip (Washington, D.C.) -- The primary purpose of this trip was to talk with Secretary Robert C. Weaver, Department of Housing and Urban Development. A previous trip to Washington in February had prepared the way for this conference. The meeting allowed the Urban Planning Project Director to explain to Dr. Weaver the purposes and plans of the Southern Regional Council's Urban Planning Project and to ask him how SRC might work with HUD in an informal manner to further equal opportunity in housing and equal treatment in and access to urban facilities. Our discussion was cordial and, I believe, meaningful. Afterwards, I spoke with others at HUD and was impressed with their interest in and openness toward our project.

While in Washington I contacted other groups such as Urban America, Inc., the American Institute of Planners, the American Institute of Architects, and the U. S. Chamber of Commerce, which have programs related to our own. I spoke with the directors of organizations which have successfully stablized integrated or integrating neighborhoods. Each of these groups represents a different type of organization with individual goals and programs to realize them. It is my hope that we may draw together the experiences of Washington Neighbors, Inc., Baltimore Neighborhoods, Inc., and West Mt. Airy Neighbors, Philadelphia, and publish their stories in three separate pamphlets which could be distributed together. Mr. Robert Anderson, editor of New South, asked Mr. Edward Holmgren of Baltimore Neighborhoods, Inc., to write an

article on housing in Baltimore for inclusion in an issue of New South.

Urban Planning Analysis (Charlotte, North Carolina) -- In March I talked with the Mayor and City Manager in Charlotte about urban renewal plans for their city and the problems engendered by rapid growth. I suggested that I could assess their plans as an impartial third party and give my opinion as to whether or not Charlotte was planning for an open city. Such analysis might be of value to them were they to apply for additional federal funds.

Urban Renewal and Confrontation (Fort Lauderdale, Florida) -- In February James Hibben, Executive Director, Urban Renewal Agency, Fort Lauderdale, Florida, consulted me about the problems of housing segregation and slums in Fort Lauderdale. Mr. Hibben appeared to want to improve the housing situation for Fort Lauderdale Negroes, but he did not believe that many changes were possible without pressure on the present city government power structure. He hoped for SRC's advice, but he particularly hoped to use us as intermediary between his office and the Negro community to inform the Negro community of the two urban renewal plans under consideration. By this means he expected to elicit an expression of opinions and desires from Fort Lauderdale Negroes, believing that if he had pressure from them he would be able to arouse support for at least some urban renewal by the city government.

The Urban Planning Project made this contact. At the invitation of the Fort Lauderdale NAACP I discussed with their

Board the two urban renewal plans under consideration by the city. We talked with candor about the pros and cons of the plans and about the possibility of the city's carrying through on any urban renewal at all. I told them at that time they should make a careful documentation through newspaper clips, photographs, letters and records of phone calls first of the conditions in the Negro section as proof of the need for action, and second of the fight to persuade the city government to undertake rehabilitation and renewal in the present Negro section. This documentation, if the effort is successful, could serve as guide and encouragement to other cities which have similarly conservative leadership. If the pressure for urban renewal is unsuccessful, the documentation would be part of our contention to the federal government that the matter of housing for non-whites, especially low income non-whites, cannot be left in the hands of local officials or implemented according to the whim of local city government in the South.

Both Mr. Hibben and the Fort Lauderdale NAACP have kept the Urban Planning Project constantly informed of the progress and difficulties of the urban renewal proposal as viewed from their separate positions. Fort Lauderdale will be a test case for SRC-UPP involvement in a specific way with local urban planning projects.

Atlanta Study -- As part of a four-city study prepared for the National Committee Against Discrimination in Housing the Southern Regional Council was asked to undertake a survey of the availability of sales and rental housing in predominately white areas of Atlanta.

The purpose of the NCDH study was to establish the need, housing availability and climate for acceptance for integrated housing in American cities in general and in the four study cities of Rochester, Denver, Providence and Atlanta in particular. Mr. Samuel Adams, Director of Research, compiled statistics and composed the report on availability in Atlanta for SRC's part of the coordinated report.

PROGRAMS UNDER CONSIDERATION:

Urban Planning Advisors -- request a group of top men from different academic disciplines and business and professional areas to serve as advisors for consultation in various urban problems in the South. With this in mind, I will meet with Dr. Constantinos Doxiadis, internationally renowned urban planner from Athens, Greece, in Aspen, Colorado, the last of July. Dr. Doxiadis will be in Aspen to receive the Aspen Award for achievement in the humanities.

Southern Demonstration Cities -- select carefully four southern cities to approach as "demonstration cities" with the hope of working with the city governments and minority groups for open housing and for involvement of the disadvantaged in planning similar to the Fort Lauderdale Project.

Federal Funds and Housing Segregation -- document the ways communities are using federal funds to buttress segregated housing with the idea of influencing future legislation.

PUBLICATIONS:

"Neighborhood Stabilization: A Program" -- a pamphlet prepared by the Urban Planning Project and distributed to certain SRC mailing

categories as well as to those communities which request such information.

In process is a pamphlet on buying a house with particular emphiasis on the problems encountered by Negroes buying in "white" neighborhoods. In addition, we hope to publish a trilogy of experience papers on housing in integrated neighborhoods in Baltimore, Washington and Philadelphia.

Education -- We are engaged in probing discussions with members of departments of planning in colleges and universities regarding a new orientation for the indoctrination of planners so that they would be planning with the high ethical concept of responsibility to the total community.

Resource Function -- There have been a number of inquiries about the problems of housing in Southern communities generally and about specific problems in certain cities such as Virginia Beach, Virginia, and Jacksonville, Florida.

A particularly exiiting and unexpected aspect of the Urban Planning Project has been the response of young planners and architects around the country. I am continuing a dialogue with several of these young men about basic philosophy in urban planning. Such interest could be the basis for a summer project utilizing these young men and their training either for survey and analysis of particular cities or for creating bold and innovative schemes to establish equal opportunity in housing in the South.

It will soon be necessary to evaluate our gains and successes and to analyze our failures and difficulties in some depth. An

informal conference on urban problems in the South for SRC staff and others who share our interests might be the most economical and effective way to confront action with reflection and theoretical solutions with actual problems.

Moreland Griffith Smith, Director
Urban Planning Project

COMMUNITY ORGANIZATION PROJECT

The Community Organization Project is primarily concerned with the efforts of people, rural and urban, in organizing themselves in self-help programs, to learn from these efforts, to determine the extent to which such efforts can attract the support and assistance of public and private agencies, and to encourage that support. On a limited basis, the project itself offers staff, consultative and financial assistance to such efforts.

The observations have, to date, led to two publications both prepared by the project director and both aimed for the rather large group of persons and agencies interested in helping the poor. These publications, both issued as SRC Special Reports, are "A City Slum -- Poor People and Problems," and "Cooperatives, Credit Unions and Poor People."

Through the Project we have been able to support the program of the Rural Advancement Project in two additional states. This is a joint effort on the part of the National Sharecroppers Fund and the Southern Regional Council by which funds and technical assistance are provided the state Councils on Human Relations to enable them to

URBAN PLANNING PROJECT

QUARTERLY REPORT - APRIL 1-JUNE 15, 1966

Consultation Trips: Washington, D. C., April 4-April 14

The primary purpose of this trip was to talk with Secretary Robert C. Weaver, Department of Housing and Urban Development. Mr. John H. Wheeler was instrumental in arranging this meeting which allowed me to explain to Dr. Weaver the purposes and plans of the Southern Regional Council's Urban Planning Project and to ask him how we might work with HUD in an informal manner to further equal opportunity in housing and equal treatment in urban facilities for all people. Our discussion was cordial and, I believe, meaningful. Afterwards I spoke with others at HUD and was impressed with their interest in and openness toward our project.

While in Washington I contacted other groups which have programs related to our interests. Among these organizations were Urban America, Inc., the American Institute of Planners, the American Institute of Architects, and the U. S. Chamber of Commerce.

In pursuit of further information on the workings of successful neighborhood organizations whose aims have included the stabilization of integrated or integrating

neighborhoods, I spoke with Mrs. Margery Ware of Washington Neighbors, Inc., Mr. Edward Holmgren of Baltimore Neighborhoods, Inc., and Mrs. Ruth Steele of West Mt. Airy Neighbors, Inc., Philadelphia. Each of these groups represents a different type of organization with individual goals and programs to realize them. It is my hope that we may draw together the experiences of these three organizations and publish their stories in three separate pamphlets which could be distributed together. Mr. Bob Anderson has asked Mr. Holmgren to write an article on housing in Baltimore for an issue of the New South.

Continuing Activities: Fort Lauderdale, Florida

The Urban Planning Project is acting as silent partner to the NAACP group studying the various urban renewal plans in Fort Lauderdale. Mr. James Hibben, Fort Lauderdale Urban Renewal Agency Director, has kept me constantly informed of the progress and difficulties as he views them from his position. Fort Lauderdale will be a test case for SRC-UPP involvement in a specific way with local urban planning problems.

Department of Housing and Urban Development:

A great part of my time has been spent in orienting the UPP toward co-operation with HUD. This seems to be reasonably successful. I have felt immediate and warm response to my overtures, and several Region III HUD officials have been particularly helpful in suggesting ways which might increase the effectiveness of the UPP. Three suggestions have been as follow:

1. Request a group of top men from different academic disciplines and business and professional areas to serve as advisors and consult on various urban problems in the South. With this in mind, I will meet with Dr. Constantinos Doxiadis, internationally renowned urban planner from Athens, Greece, in Aspen, Colorado, the last of July. Dr. Doxiadis will be in Aspen to receive the Aspen Award for achievement in the humanities.
2. Document the ways communities are using federal funds to buttress segregated housing with the idea of writing future legislation.
3. Select carefully four Southern cities to

approach as "demonstration cities" with the hope of working with the city governments and minority groups for open housing and involvement of the disadvantaged in planning similar to the Fort Lauderdale project.

At the present time we are in the midst of pursuing these suggestions.

Consultations:

Noyes Collinson, American Friends Service Committee - neighborhood stabilization and the Urban Planning Project.

Miss Eleanor Lord, graduate student in the social sciences at Emory University - neighborhood stabilization with emphasis on Atlanta and Stone Mountain.

DeKalb County residents - neighborhood stabilization.

Lewis Black - Urban Planning Project

Episcopal Society for Cultural and Racial Unity - Urban Planning Project

Nicholas Read - utilization of visual aids and community

participation.

Dr. Addison Duval - psychiatry, community participation, and work on community action in mental health.

Publications:

Reprinting of "Neighborhood Stabilization: A Program" after some revision resulting from criticism by various people with special interest in this area. We hope to publish a trilogy of experience papers on housing in integrated neighborhoods in Baltimore, Washington, and Philadelphia.

Education:

I have continued probing discussions with members of institutions of higher learning regarding a new orientation for the indoctrination of planners so that they would be planning with the high ethical concept of responsibility to the total community.

Personnel:

Miss Judy Randall, a student at Kalamazoo College who worked with SRC for the past three months, rendered effective service to the UPP during her

stay in this office. She undertook willingly and enthusiastically the task of indexing those parts of publications by conservative business groups which might help us make our case for an open economy in urban development to the governments of Southern cities.

Miss Susan Bresler will be added to our staff as of July 5, 1966. Miss Bresler is trained in urban planning, having received her B.S. degree in city planning from the University of Illinois and with a graduate seminar in the political aspects of planning. She received her degree in 1965. Miss Bresler worked this past year in the position of Community Planner with the Alabama Planning and Industrial Development Board, Community Planning Division. In addition, during the summers while in college she worked with the following groups: Summer Intern, Comprehensive Planning Department, Moline, Illinois; part-time Planning Intern, Planning Department, Champaign, Illinois; and Summer Intern, Northeastern Illinois Planning Commission. She will aid and assist me in all

technical and creative areas of my work. With her training and experience as a professional I anticipate that she will be able to undertake and direct her own special projects as well as help me in carrying out the programs presently underway. I hope that she will be composing and editing the various publications, research papers, and resource documents in our publication plans. Although her appointment is only temporary, from three to six months, I am confident that the Urban Planning Project will be able to put her considerable talents to good use.

Mrs. Jerry Dell Gimarc, my present staff assistant, will be moving from Atlanta August 15 due to her husband's acceptance of a position with the University of South Carolina. Regretfully we will have to make this replacement. Mrs. Gimarc has been most helpful and effective as a researcher and organizer, developing and expanding sketchy ideas and composing our necessary written material. This has been of inestimable help to the Director.

Projections:

During the summer we will be continuing our present programs. With the consultation of various impartial observors, such as Dr. Doxiadis, I hope to evaluate our gains and successes and to analyze our failures and difficulties in order to formulate our future plans. An informal conference on urban problems in the South for SRC staff and others who share our interests might be the most economical and effective way to confront action with reflection and theoretical solutions with actual problems.

file — URBAN PLANNING PROJECT (Moreland Smith Dir.)

During the first quarter of 1966 Moreland G. Smith, Director, Urban Planning Project, was engaged in a number of consultative trips. ~~Mr. Smith~~ travelled to Washington, D. C., in February to talk with members of the Department of Housing and Urban Development. This exchange of views was preliminary to talks with Secretary Weaver scheduled for April. ~~Mr. Smith made~~ Two trips were made to Ft. Lauderdale, Florida, during this quarter, the first at the invitation of the Executive Director of the Urban Renewal Agency and the second at the request of Ft. Lauderdale NAACP officers. He was asked in both cases for his analysis of urban renewal plans presently under study by that city. The Urban Renewal Agency initiated these talks with the hope of using the Southern Regional Council as liaison between the city government and the local Negro community. Mr. Smith consulted with the Mayor and other city officials in Charlotte, North Carolina, about plans for the development of that city. While the response by the Mayor and City Manager was guarded, they seemed to see some benefit in an assessment of their plans by an impartial third party.

The Urban Planning Project has been involved with a pilot study for the National Committee Against Discrimination in Housing. Mr. Samuel Adams, Director of Research, compiled statistics and composed the report on availability of housing in Atlanta.

The first UPP "how-to-do-it" pamphlet on "neighborhood stabilization" has been written and distributed. Supplies are already exhausted, and it is being revised according to criticism received and additional information. The Urban Planning Project has received a number of inquiries about specific problems relating to housing in the South.

A particularly exciting and unexpected aspect of the UPP has been the response of young planners and architects around the country. Mr. Smith is engaged in a continuing dialogue with a number of young men about the problems and basic philosophy in urban planning. Such interest could be the basis for a summer project utilizing these young men and their training either for survey and analysis of housing in particular cities or for creating bold and innovative schemes for establishing equal opportunity in housing in the South.

URBAN PLANNING PROJECT

Moreland Griffith Smith, FAIA, Director

January 1 - June 30, 1966

CONSULTATION TRIP - WASHINGTON, D. C.

The primary purpose of this trip was to talk with Secretary Robert C. Weaver, Department of Housing and Urban Development. A previous trip to Washington in February had prepared the way for this conference. The meeting allowed me to explain to Dr. Weaver the purposes and plans of the Southern Regional Council's Urban Planning Project and to ask him how we might work with HUD in a informal manner to further equal opportunity in housing and equal treatment in and access to urban facilities. Our discussion was cordial,and, I believe, meaningful. Afterwards I spoke with others at HUD and was impressed with their interest in and openness toward our project.

While in Washington I contacted other groups such as Urban America, Inc., the American Institute of Planners, the American Institute of Architects, and the U. S. Chamber of Commerce, which have programs related to our own. I spoke with the directors of organizations which have successfully stabilized integrated or integrating neighborhoods. Each of these groups represents a different type of organization with individual goals and programs to realize them. It is my hope that we may draw together the experiences of Washington Neighbors, Inc., Baltimore Neighborhoods, Inc. and West Mt. Airy Neighbors, Philadelphia, and publish their stories in three separate pamphlets which could be distributed together. Mr. Robert Anderson, editor of NEW SOUTH, asked Mr. Edward Holmgren of Baltimore Neighborhoods, Inc., to write an article on housing in Baltimore for inclusion in an issue of NEW SOUTH.

URBAN PLANNING ANALYSIS - CHARLOTTE, NORTH CAROLINA

In March I talked with the Mayor and City Manager in Charlotte about urban renewal plans for their city and the problems engendered by rapid growth. I suggested that I could assess their plans as an impartial third party and give my opinion as to whether or not Charlotte was planning for an open city. Such analysis might be of value to them were they to apply for additional federal funds.

URBAN RENEWAL AND CONFRONTATION - FORT LAUDERDALE, FLORIDA

In February James Hibben, Executive Director, Urban Renewal Agency, Fort Lauderdale, Florida, consulted me about the problems of housing segregation and slums in Fort Lauderdale. Mr. Hibben appeared to want to improve the housing situation for Fort Lauderdale Negroes, but he did not believe that many changes were possible without pressure on the present city government power structure. He hoped for SRC's advice, but he particularly hoped to use us as intermediary between his office and the Negro community to inform the Negro community of the two urban renewal plans under consideration. By this means he expected to elicit an expression of opinions and desires from Fort Lauderdale Negroes, believing that if he had pressure from them he would be able to arouse support for at least some urban renewal by the city government.

The Urban Planning Project made this contact. At the invitation of the Fort Lauderdale NAACP I discussed with their Board the two urban renewal plans undersoonsideration by the city. We talked with candor about the pros and cons of the plans and about the possibility of the city's carrying through on any urban renewal at all. I told them at that time they should make a careful

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ATLANTA STUDY

As part of a four-city study prepared for the National Committee Against Discrimination in Housing the Southern Regional Council was asked to undertake a survey of the availability of sales and rental housing in predominately white areas of Atlanta. The purpose of the NCDH study was to establish the need, housing availability and climate for acceptance for integrated housing in American cities in general and in the four study cities of Rochester, Denver, Providence and Atlanta in particular. Mr. Samuel Adams, Director of Research, compiled statistics and composed the report on availability in Atlanta for SRC's part of the coordinated report.

PROGRAMS UNDER CONSIDERATION

Urban Planning Advisors - request a group of top men from different academic disciplines and business and professional areas to serve as advisors for consultation on various urban problems in the South. With this in mind, I will meet with Dr. Constantinos Doxiadis, internationally renowned urban planner from Athens, Greece, in Aspen, Colorado, the last of July. Dr. Doxiadis will be in Aspen to receive the Aspen Award for achievement in the humanities.

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PUBLICATIONS

"Neighborhood Stabilization: A Program" - a pamphlet prepared by the Urban Planning Project and distributed to certain SRC mailing catagories as well as to those communities which request such information.

In process is a pamphlet on buying a house with particular emphasis on the problems encountered by Negroes buying in "white" neighborhoods. In addition, we hope to publish a trilogy of experience papersxon housing in integrated neighborhoods in Baltimore, Washington and Philadelphia.

EDUCATION

We are engaged in probing discussions with members of departments of planning in colleges and universities regarding a new orientation for the indoctrination of planners so that they would be planning with the high ethical concept of responsibility to the total community.

RESOURCE FUNCTION

There have been a number of inquiries about the problems of housing in Southern communities generally and about specific problems in certain cities such as Virginia Beach, Virginia, and Jacksonville, Florida.

A particularly exciting and unexpected aspect of the Urban Planning Project has been the response of young planners and architects around the country. I am continuing a dialogue with several of these young men about basic philosophy in urban planning. Such interest could be the basis for a summer project utilizing these young men and their training either for survey and analysis of particular cities or for creating bold and innovative schemes to establish equal opportunity in housing in the South.

It will soon be necessary to evaluate our gains and successes and to analyze our failures and difficulties in some depth. An informal conference on urban problems in the South for SRC staff and others who share our interests might be the most economical and effective way to confront action with reflection and theoretical solutions with actual problems.

URBAN PLANNING

DEFINITION: Urban planning constitutes any pre-arranged land use and development for the benefit of all citizens. This includes, but is not limited to, facilities for communication, shelter, health, education, and welfare, whether private or public.

The face of our cities is being changed in many ways. Highway construction and urban renewal projects are two of the attempts being made to deal with some of the problems of our exploding metropolitan areas. The whole concept of the city is undergoing a re-evaluation.

More than ever, people are becoming conscious of the needs of the disadvantaged. The blight of the slums on the landscape and its dehumanizing effect on the inhabitants call for a concerted effort on the part of our nation to rehabilitate these people so that they will become useful citizens. The Executive branch of our Government through speeches by the President and the Legislative branch in the Civil Rights Laws have increasingly made clear their position by directives and laws. Many civic associations and neighborhood groups have manifested their concern. However individual planners may differ in their ethical outlook, the profession as a whole is beginning to recognize the social problems and to commit itself to a solution.

Much of the urban renewal already accomplished has brought forth charges that the really poor do not benefit, that new slums arise where they are forced to crowd, that segregation and discrimination in facilities are increased rather than lessened.

The assumption that we must or always will have slums or dehumanizing mass planning is erroneous. As a matter of fact, an open and free economy is synonymous with an open and flexible urban and regional plan, and the SRC is committed to working toward this end.

The SRC Urban Planning Project is designed to promote dialogue and teamwork between Federal agencies, civic groups, planners, concerned citizens, and the disadvantaged themselves. The multiplicity of intervening agencies and the normal problems in technically oriented communication make cooperation difficult. SRC can be an effective resource by assembling data, documenting the available Federal potential, citing examples of successful local action by citizens, as well as evidence of discrimination. Possibly SRC's most important role will come in pinpointing and spot-lightingany impediment within the Federal structure which tends to impede the Federal Policy of Equal Opportunity. SRC can work directly with the disadvantaged themselves, helping them with evaluation of their needs on a priority basis. Because the disadvantaged have more deficiencies in urban services it is logical to assume that accelerated action would hasten the time when the maximum national productivity of all citizens is made available in order to ensure the survival of the nation. SRC sees its role as being tried, that of research and resource in assembling data and making it available as needed, second that of a catalytic agent in spurring communities into assessing their problems and needs and working to provide for their disadvantaged citizens. And third, that of spurring on Federal employees to implement their work making it effective for all. To the degree that effective dialogue and teamwork is established Urban Planning for all citizens will result.

URBAN PLANNING PROJECT

Report of Action: November 15 - January 9

I Schedule

II Evaluation

III Projection

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SCHEDULE

November 15 - 18 Atlanta SRC Annual Meeting
19 - 22 University of Pennsylvania, Urban Design Short Course
23 - 24 New York, interview with Robert B. Dennis, Pratt Institute, concerning report "Public Programs and the Negro: Knoxville, Tennessee"
25 - 30 Interviews and correspondence with:
- Urban Planners operating in the South
- Deans of Schools of Planning

December 1 - 12 Research on:
- Available literature, pamphlets and books
- Organizations active in phases affecting Urban Design:
  - Ad Hoc Committee on The Triple Revolution
  - Advisory Commission on Intergovernmental Relations
  - American Friends Service Committee
  - American Jewish Congress
  - Anti-Defamation League
  - Current
  - Joint Committee for Urban Studies, MIT and Harvard
  - Kentucky Commission on Human Rights
  - League for Industrial Democracy
  - NAACP
  - National Committee Against Discrimination in Housing
  - National Committee on Tithing in Investment
  - Neighbors Inc.
  - The Dialogue
  - The Potomac Institute
  - The President's Committee on Equal Opportunity in Housing
  - Trends
  - United Steelworkers of America
  - Urban America (Taconic Foundation)
  - U. S. Conference of Mayors

12 - 20 Field Trip:
- Houston
- Little Rock
- Chapel Hill - Durham - Raleigh Metro

2 - 23 Organizing and cataloging data obtained
Follow up correspondence on field conferences
28 - 30 Formulating approach and recommendations for Neighborhood Association potentials

January 3 - 7 Research
9 Special Projects Committee presentation

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EVALUATION

A. Planning Fields

1. Urban America's projection is similar to SRC's Urban Planning Project with two main differences. SRC is oriented to the peculiarities of this region. UA is highly interested in the "glossy page" or sophisticated approach whereas SRC is more concerned with the sociological factors, with helping to abolish discrimination against minorities, with encouraging the formerly voiceless disadvantaged to use his new enfranchisement to benefit his living conditions, and with making the politicians, planners and more advantaged citizens aware of the needs of all.
2. University of Pennsylvania is representative of the lack of social awareness in the best in higher education.* This is regrettable for usually the Eastern universities are about five years ahead of the Southern ones.
3. University of North Carolina is more cautious and afraid of state funding.
4. Tulane University is less cautious but afraid of fund raising.
5. Tuskegee Institute is interested, if it can see specific funds at hand, and will pursue.

B. Evaluations in the South

It is most interesting to note the lone survey by Robert B. Dennis on Knoxville. This report is poorly gotten together and creates unnecessarily an adverse reaction due primarily to it being solely executed by a "zealot" without influence of more mature minds. It is hoped that possibly this effort can be "wedded" to Tuskegee's influence.

C. Open Occupancy

It is encouraging to see what has already been done by organizations above listed. SRC needs to study, analyze and prepare an informative pamphlet covering this.

D. Grass roots organizations are established in:

Chicago	San Francisco
Houston	Shaker Heights
Washington	South Euclid
Buffalo	Toledo
Detroit	Warrenville Heights
Kansas City	Wichita
Newark	

Because grass roots organizations are in the American tradition of handling local problems locally, they are one of our greatest potentials for changing situations and solving problems.

*Dean Perkins - "We are again doing some soul searching on many of the matters of concern to you and are, at the moment, attempting to come to grips more precisely with the social issues involved."

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PROJECTION

1. Confer with top Federal officials as soon as possible. Try to get a mutually agreed on procedure to implement equal facilities and spotlight lack thereof.

2. Encourage institutions of higher education to establish the validity of equal opportunity which is synonymous to a flexible open Urban Plan. This I believe possible.

3. Stimulate and assist local groups to evaluate facilities for the disadvantaged and compare these with the best facilities available.

4. Publish informative material from time to time to encourage growth of grass roots organizations.

5. Inform all Human Relations Councils of the Urban Planning Project, serve as a resource to them and enlist their assistance.

File
"J" - you cannot
make folder

September 8, 1964

Mr. David Vann
1910 City Federal Building
Birmingham, Alabama

Dear David:

I read your letter to Margaret Long with great interest, and I appreciate sincerely your taking time to write, as well as your warm comment about New South.

There is no disagreement between us regarding the absolute necessity to respect and obey the law. I think we have all, those of us at any rate who take concern for such things, been troubled intellectually by the direct action movement and its sometime appeal to civil disobedience. I tried to wrestle with this in an address at Earlham College a couple years ago, and we here at the Council did last year in a special issue of New South, which you probably have seen; a copy of my Earlham paper is enclosed.

I have full agreement with you also about the care we should all exercise in criticizing law enforcement agents and agencies. We all have an obligation not to corrupt the public trust or to add to the already heavy burden of the police and courts. They cannot however be considered immune from criticism when they themselves sap that same public trust.

I suppose the only disagreement between us is whether the recent record in Birmingham should encourage fair minded people to withhold criticism. If you would look again at page 3 of the June issue, you will see that we did take account of this question.

It is quite exact to say that the Steele case is the only one since the spring of 1963. On page 16-17 we printed Mr. Leonard Jackson's affidavit referring to events of March 21, 1964. Among the I.C.C.'s affidavits are also seven others, none of which did we print, describing instances of September 1963, at the time of the church bombing. With the exception of the Jackson and Steele cases, all the affidavits we selected after 1962 relate to Gadsden, and the titles of the issue and the article both said "Alabama", not "Birmingham".

However, we would not have done the issue at this time had we not become pretty pressimistic once again about Birmingham. I hasten to note that we recognize that our view, even though supported by talks with informed local people, is not as close up as your's. But we see such things as:

- the Mayor's reaction of last April to the report of the Community Affairs Committee

- the emphatic Jefferson County vote for Connor as Public Service Commissioner and for unpledged electors, and your own relatively light support by the white precincts of the county.

- the non-hiring yet of any Negro policemen

Let me say too that, to the best of our knowledge, neither Birmingham newspaper has ever given any coverage to the I.C.C. affidavits. Yet these are carefully complied charges of the most serious nature. I have always believed that one among the reasons Birmingham gets so much "outside" criticism in that its own sources of self-criticism, and particularly its newspapers, contribute so little.

I hope we shall hear from you often, and with any criticism or suggestion you may ever have. Thank you for giving Ed Stanfield such good hospitality.

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD:slw
Enclosure
bcc: Ed Stanfield
Charles Morgan (Also received copies of ML ltr from David Vann)
Paul Johnston

Rec'd 8/20/64

VANN & PATRICK
ATTORNEYS AT LAW
1910 CITY FEDERAL BUILDING
BIRMINGHAM, ALABAMA 35203

TELEPHONE 322-5721

DAVID J. VANN
J. VERNON PATRICK, JR.

CHARLES F. ZUKOSKI, JR.
COUNSEL

Miss Margaret Long
Southern Regional Council
5 Forsyth Street, N. W.
Atlanta 3, Georgia

Dear Miss Long:

I was sorry to see that you devoted so much space in the current New South to criticism of the Birmingham Police Department. I feel that it is particularly unfortunate since, with the exception of the Steele affidavits, all of the affidavits which you print with respect to the Birmingham Police Department refer to events which occurred prior to the removal of "Bull" Conner as Police Commissioner by the voters of Birmingham in 1962 and their refusal to elect him Mayor in the spring of 1963.

I believe that any fairly conducted poll of Negro citizens of Birmingham would reveal tremendous improvement in the relationship between our police and all of our citizens.

We are living at a time when it is peculiarly important that all of our citizens be encouraged to respect and obey the law. I feel that we should be extremely careful of the manner in which we promote criticism of police officers, courts, and other officials who share the responsibility of the enforcement of laws such as the Civil Rights Act, and in maintaining public order without regard to the race of those who would breach it.

I deeply appreciate the informative nature of your publication. I read it regularly. As one of your readers, I feel an obligation to comment on matters such as those presented in your June issue.

Sincerely yours,

David J. Vann

DJV/sb
cc: Mr. Leslie W. Dunbar

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Sent copy to Ed Stanfield 11/10/64

November 6, 1964

Mr. David Vann
1910 City Federal Building
Birmingham, Alabama

Dear David:

I have read and re-read your letter of September 9 with great interest. First I must apologize for not responding sooner because, although certainly I don't wish to write back and forth on the Birmingham question forever, some of your statements seem to me challenging. The day you were writing your letter I was undergoing surgery (nothing important), and it seems that I have been racing ever since to catch up.

I am very glad to read your generally encouraging views about Birmingham. During the last fortnight we have had occasion to question several of the city's Negro leaders, and they too are now expressing a better opinion of the police, though a considerably wary one. At this stage, I think being "on the defensive" is where the Birmingham police should be, and on this you and I disagree.

Such information as I have had suggests to me that there has not been good faith in the matter of hiring Negro police, and what Chuck Morgan knows and has heard is of the same nature. I have to admit that my information is second-hand, and I have not verified it myself or through our staff; so I think I am not in the position I like to be in order to debate facts. But on

the face of it, it is incredible that Birmingham cannot find qualified Negro Policemen, when every other southern city or town which has wanted to do so has had no such difficulty.

Public officials going the right way deserve support; I think the record shows that they required criticism and pressure to begin with and that their need for it often continues. I have no hesitancy about accepting the leadership of the established politician. Over here, we are grateful for Mayor Ivan Allen, who only a few years ago was publicly proposing the export of Negroes to the North and West; and of Governor Sanders, who earlier than 1961 was an artful dodger of great skill, but when cornered always struck hard for segregation. And I look forward to the day when you in Alabama can free Lister Hill and John Sparkman. But I must add that I haven't grown enough in Christian charity to feel that I shall ever be able to accept leadership from men who have had great power and have with deliberation used it to put us in the fix we have been in; to keep my examples within my own state, I instance only Senators Russell and Talmadge.

We are engaged in, at most, only a partial revolution. Power is moving from some old to some new quarters; but old hands will continue to be strong, and I have no objection in principle to this, as I have said. On the other hand, I have argued before and still do that the South has no realistic chance of surmounting its troubles unless there occurs a genuine integration (racial) of our political life.

I don't know what the "personal ego" problems are you mention. Certainly, that is a human occurrence. As you say, the need is for men to "withstand the pressures of the future."

But back to Birmingham. I confess that I think my words well chosen when I spoke in my earlier letter of the "emphatic Jefferson County vote" for Mr. Connor. He won a plurality in the county in the first primary (Birmingham News, 5/7/64 - official vote tabulations) and was defeated in the run-off by only 39275 to 36899. I think that's "emphatic".

What little difference of opinion there may be between us, derives, I suspect, in large part from where we live. Here in Atlanta and Georgia most of the battles you are currently engaged in have been won, and so we see clearly - especially after November 3 - how indecisive they were. You in Birmingham

want to emphasize and encourage " a pride of accomplishment;" I in Atlanta feel drawn to emphasize the immense problem ahead.

Here in Atlanta we have pretty well got what you all are presently working for. But the Atlanta elections in September and the election of Neuember 3 reveal how extremely unhealthy our politics has become (without the Negro vote, Goldwater would have won by a landslide; Charles Weltner was re-elected, but was beaten by the white vote of his district; and I could go on); our schools are on a powder-keg; and only token, display, steps have been taken toward equal employment. Public opinion here is probably more illiberal than at any time since early 1959.

We are all a long way off.

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD:slw

Rcd 9/10/64

VANN & PATRICK
ATTORNEYS AT LAW
1910 CITY FEDERAL BUILDING
BIRMINGHAM, ALABAMA 35203

DAVID J. VANN
J. VERNON PATRICK, JR.

TELEPHONE 322-5721

CHARLES F. ZUKOSKI, JR.
COUNSEL

September 9, 1964

Mr. Leslie W. Dunbar
Executive Director
Southern Regional Council
5 Forsyth Street, N. W.
Atlanta 3, Georgia

Dear Les:

I deeply appreciate your letter of September 8th.

Frankly, my problem with the "respect for law" is far more practical than intellectual. I know from my contacts, both with leadership in the Negro community and with ordinary Negro citizens who are not involved in any of the Civil Rights movements, that our Birmingham police situation has improved almost dramatically in the past year and a half. I am convinced that the improvement has been brought about through one primary technic - leadership in the law enforcement organizations. Both our Sheriff and our Chief of Police in Birmingham have conducted extensive campaigns to instill into their men pride in the profession of being a law enforcement official. They speak repeatedly of the proud profession that enforces the law with an even hand, without regard to persons. They have instilled a pride in a force that stood with equal firmness against Negro disorders and against White disorders in the streets of our city.

I do not believe that in circumstances such as ours the police situation is improved by putting the Police Department on the defensive in any repeated fashion. I understand there is a firm policy of thorough investigations of all complaints in the police department. While I recognize that there is a tendency in such investigations to give higher credence to the testimony of police officers than to complaining

witnesses, a policy of investigation by the department itself has a greater restraining effect, in my opinion, than any outside criticism.

I also think that it is essential to recognize that in this part of the country leadership that is exercised in these sensitive areas is upstream leadership. Where in many parts of the country leadership in the area of civil rights is the popular and easy thing for a political leader, in this part of the country it is frequently the difficult type of leadership.

I would not measure the leadership of Birmingham by individual incidents such as the Mayor's first reaction to the report of the Community Affairs Committee. A short time later a full and complete report was not only published by the Mayor's office, but was published at full length in the Birmingham newspaper, attempting to fully set out the progress which had been made as well as the areas of concern which had been revealed by committee studies including recommendations of the committee for further action. Some of these recommendations were difficult of attainment, but they were nonetheless published by the Mayor's office in order that the entire community could be aware of the thinking of local Negro leadership.

In July the Mayor's office took the lead, with the Chamber of Commerce, in working with hotel and restaurant associations to secure almost complete voluntary compliance with the Public Accommodations Sections of the Civil Rights Bill.

Unlike you, I took encouragement from the vote for Commissioner Connor in the Public Service Commission race. Rather than a "emphatic Jefferson County vote" for Mr. Connor, if you will review the results of that election you will find that Commissioner Connor did not carry Jefferson County and was defeated in the City of Birmingham. He won his election largely in the rural counties of Alabama. He failed to carry a single major urban area of this state in that race.

As for my light support in White precincts, I had light support in colored precincts also. Actually my major problem was the fact that I faced a state-wide race if I won in Jefferson County, and the political powers did not believe that I could win in a state-wide race. They thought that I would go down instead of Carl Elliott. This judgment made my situation most difficult. The direct action Negro leaders opposed me publicly and openly because they were at a stage of opposing the practical in favor of the propaganda approach to these problems.

With respect to the non-hiring of Negro policemen, I am most disappointed at this state of affairs. However, my investigation does indicate that the direct action leadership in Birmingham has attempted to force the employment as a Negro policeman of a man who was arrested in the course of demonstrations, and it is suspected that they have actually discouraged others to apply until this man was hired.

I personally know that an order to hire was given by the Mayor's office in December of 1963, but the only Negro applicant on the list who had qualified at that time refused to take the job. Since that time it has been most difficult to maneuver the situation. In the meantime, however, last week, one of our Police Court judges made a public speech in which he recommended that the City of Birmingham employ a Negro probation officer, particularly to work with Negro juveniles over the age of 16 who are not subject to the Jefferson County Juvenile Court. He stated that his experience was such that the needs of these people could not adequately be met unless the Negro was given some official status to work with his own problems. At the same time, in the presence of the Police Chief, he gave notice that his court would not in the future accept any evidence that was acquired by any search or seizure that would be unlawful under the 4th Amendment to the Constitution of the United States, and that he would enforce the Alabama law requiring that no one be arrested for a misdemeanor without a warrant unless the misdemeanor was committed in the presence of a police officer. This makes substantial problems for the Police Department in that it is very difficult to secure warrants

in the nighttime hours when a large part of our small crimes are committed.

The purpose of my letter to Margaret Long, as well as this letter to you, is that I have a feeling that we are approaching a time when new approaches to the civil rights problems in the South will become essential. We must take into account the strong commitments which have now been made by the economic leadership of states like Alabama, both in local areas like Birmingham, Mobile, Montgomery, Huntsville, Anniston, Gadsden and others, and the greatest amount of assistance must be given to normal local leadership structures. The greatest problem, in my estimation, is to instill in these structures a pride of accomplishment. They have taken the lead cross-grain to historic public positions and counter to extensive propaganda in high places, such as the Governor's office. Many of them have suffered economic injury and personal criticism because of stands they have been willing usefully to make. They need to feel and see results, then make their actions worthwhile. They need encouragement more than they need criticism. There will be a problem, both with White liberals, and with the Negro direct action leadership because they will not always be able to claim credit for advances which are made.

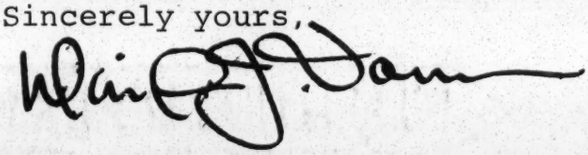
As progress is made, many will see their positions of leadership undercut and undermined, and their personal ego problems may be substantial in many cases. I have seen signs of this already.

I fear that many of us who have borne the stings of criticism in the past will find ourselves just as isolated in the future as normal local leadership begins to take some of the positions which we have urged on them so long. But if we are sincere in our ultimate purpose to help the South meet these problems maturely I suspect that we will have to be just as willing to withstand the pressures of the future as we were to withstand the pressures of the past. The progress of the future will undoubtedly contain many setbacks and many unfortunate experiences. I suspect that those who press for change

will get no credit for the progress and will get blamed for all of the misfortunes. The man who tries to stand on sensible middle ground will find himself cut at from both the left and the right. But this is life in what I believe to be the most exciting place in the world for a man to live in this day and time.

Pardon my long-windedness. Next time you are through this part of the country please come by to see me.

Sincerely yours,



DJV/sb

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September 6, 1966

Dr. and Mrs. Bernard Starr Via
1415 West Brookland Parkway
Richmond, Virginia 23227

Dear Dr. and Mrs. Via:

Thank you so very much for the invitation to attend the celebration of your fiftieth wedding anniversary. I deeply regret that it will impossible for me to attend. All of us here feel privileged to have your son Emory as a colleague and all of us send you every good wish on this occasion of your fiftieth anniversary celebration.

With warmest, best regards

Sincerely,

Paul Anthony
Executive Director

PA/km

1916 1966

Dr. and Mrs. Bernard Starr Via

are celebrating their

Fiftieth Wedding Anniversary

on Saturday afternoon, September the tenth

Nineteen hundred and sixty-six

from three to five o'clock

Ginter Park Methodist Church

Richmond, Virginia

Their sons James, Richard, Emory and Bernard

request the pleasure of your presence

Kindly Respond No Gifts

Bring up
Jan. 29, 1969

file

January 14, 1969

Mr. James Dunlpp
Program Director
World Press Institute
Macalester College
St. Paul, Minnesota 55101

Dear Mr. Dunlop:

2:30 p.m. on January 30th is fine with me.

It won't be easy, but I will attempt to call Julian Bond to determine if he could meet with us that evening or later. The main catch is that the Georgia Legislature is in session, and Representative Bond will have trouble with his schedule.

Yes?

Sincerely,

Paul Anthony
Executive Director

PA/mmj

World Press Institute

Jan. 2, 1969

Mr. Paul Anthony
Executive Director
Southern Regional Council
5 Forsyth St., N. W.
Atlanta, Georgia

Dear Mr. Anthony:

Thanks so much for your letter of December 30. We are delighted that the Fellows of the W.P.I. will again have the chance of meeting with you.

Let's make it January 30 at 2:30 p. m. in your office.

Again, my deep thanks and we look forward to seeing you.

Sincerely,

Jim Dunlop

James Dunlop
Program Director

P. S. Do you know how I might be able to contact Julian Bond? I wrote him asking for an interview, but have not heard back as yet. I would appreciate any help you might give us in arranging a meeting with Mr. Bond.

Macalester College Saint Paul, Minnesota 55101 Telephone (612) 647-6310 Cable: WORLDPRESS

Bring up Jan. 30th, 1969

December 30, 1968

Mr. James N. Dunlop
Program Director
World Press Institute
Macalester College
Saint Paul, Minnesota 55101

Dear Mr. Dunlop:

I, and others here, will be happy to meet with the journalists while they are in Atlanta. We have a meeting scheduled here in our conference room on the 31st. However, I shall hold the day of January 30th and will be more than happy to meet with the group on that date at any time convenient for the group and for as long as they wish.

Sincerely,

Paul Anthony
Executive Director

PA/km

World Press Institute

December 16, 1968

Mr. Paul Anthony
Executive Director
Southern Regional Council
5 Forsyth Street, N.W.
Atlanta, Georgia

Dear Mr. Anthony:

The fifteen professional journalists of the World Press Institute will be in Atlanta January 30, 31, and February 1 as part of the Institute's annual tour of the South.

You may recall that last year's group had the privilege of meeting with you in April. We would like very much to give our new 1968-69 group that same opportunity. We do hope you will be able to meet with us during our stay in Atlanta, at a time and place convenient for you.

Enclosed is background information on our current participants.

With deep thanks for your assistance. I look forward to your reply.

Sincerely,

Jim Dunlop

James N. Dunlop
Program Director

JND:sk
Enclosure

P.S. I took the liberty, on the advice of my colleague, Ted Miller, of sending a letter to Julian Bond in care of you. Ted said you might be able to see that Mr. Bond gets the letter. Thank you.

Macalester College Saint Paul, Minnesota 55101 Telephone (612) 647-6310 Cable: WORLDPRESS

THE WORLD PRESS INSTITUTE

WPI FELLOWS 1968-1969

WORLD PRESS INSTITU

Since the first group of World Press Institute Fellows came to the United States in 1961, more than 100 young professional journalists from nearly 50 foreign countries have participated in the WPI program. Now in its eighth year, the Institute is proud to introduce the 1968-1969 WPI Fellows:

Australia **JOHN CHARLES LARKIN**

Mr. Larkin is a senior editor for *The Age*, one of the largest daily newspapers in Melbourne. Since joining *The Age* in 1961, Mr. Larkin has served as bureau chief in Sydney for two years, and is currently senior reporter on Insight, the newspaper's in-depth news reporting team. Previously, Mr. Larkin spent four years as a reporter for the *Telegraph* in Brisbane. Mr. Larkin studied journalism at the University of Queensland and has coauthored a book covering the death of Harold Holt, the former Prime Minister of Australia. Mr. Larkin is 28 years old.

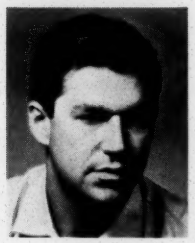
Brazil **LUCAS MENDES CAMPOS**

Mr. Mendes is a reporter for *Fatos & Fotos*, one of Brazil's largest weekly magazines. Born in the Brazilian state of Minas Gerais, Mr. Mendes gained his first journalistic experience on the reportorial staff of the daily newspaper, *Correio de Minas*. He subsequently attended the College of Economics of Minas Gerais, and studied English, French and Russian at the Translators and Interpreters School. Mr. Mendes has traveled extensively throughout Brazil on special assignments for *Fatos & Fotos*. He is 24 years old.

Chile **FEDERICO GANA JOHNSON**

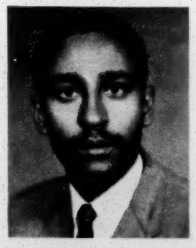
Mr. Gana is chief reporter for El Mercurio, the leading newspaper organization in Chile. For the past two years, Mr. Gana has been working on El Mercurio's afternoon daily, *Las Ultimas Noticias*. During this period, he has also handled broadcasting and reportorial assignments for Radio Chilean. After graduating from the National Institute, Mr. Gana edited the "Scholar's Page" for *El Diario Illustrado* in Santiago. Mr. Gana earned his journalism degree from the University of Chile. He is 25 years old.

Czechoslovakia **PAVEL KRIZ**



Mr. Kriz, the first WPI Fellow from Czechoslovakia, is Asian news editor in the International Department of the Czechoslovakian News Agency. Previously Mr. Kriz worked for the foreign trade corporation, Centrotex, and spent two years in the military service. In 1961, Mr. Kriz graduated from the Economic School of Foreign Trade. He is presently earning his degree from the Faculty of Journalism of Charles University in Prague. Mr. Kriz is married and is 25 years of age.

Ethiopia **TESFAYE KABTIHIMAR**



Mr. Kabtihimar is deputy editor of the *Ethiopian Herald*, the largest circulation daily in Ethiopia. He also serves as Ethiopian correspondent for United Press International and for the *Daily Telegraph and Morning Post* of London. During the past eight years with the *Herald*, Mr. Kabtihimar has been sent on special assignments to Europe, Africa, Asia and the United States. Mr. Kabtihimar is a graduate of the University College of Addis Ababa. He is 32 years old.

India **PANKAJ SHARMA**

Mr. Sharma is special correspondent for Samachar Bharati, a multi-lingual news agency. He began his career in journalism as a reporter for *Navabharat* and *Nai Dunia*, the leading daily newspapers in Central India. Before joining Samachar Bharati in 1966, Mr. Sharma was a translator-editor for the Ministry of Information and Broadcasting in New Delhi. Mr. Sharma earned his Bachelor's and Master's degrees from Saugor University. He is 30 years old.

Indonesia **GHAFUR HARUN FADYL**

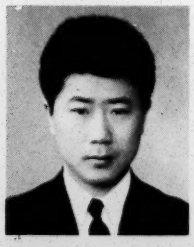
Mr. Fadyl, the first WPI Fellow from Indonesia, is a regular contributor to the Djakarta *Times* and is a senior reporter with the Associated Press bureau in Indonesia. Previously, he worked for two years with the National News Agency Antara and for three years with the Indonesian *Herald*. Mr. Fadyl has lived and traveled in China, India and the Middle East, and was educated at the American University in Beirut, the Royal College in Colombo, and the Indonesian College of Journalism in Djakarta. He is 27 years old.

UTE FELLOWS 1968-1969

Iran **FEREYDON PEZESHKAN**

Mr. Pezeshkan, the first WPI Fellow from Iran, is political correspondent for *Ayandegan*, a leading daily in Teheran. In 1957, Mr. Pezeshkan went to West Germany and earned a degree in the natural sciences from the Christian Albert University in Kiel. After a brief visit to the United States and England, Mr. Pezeshkan returned to Iran in 1962, and soon became one of the top diplomatic reporters in the country. Mr. Pezeshkan is married and is 30 years old.

Japan **SHUNICHIRO MORIWAKI**



Mr. Moriwaki is a reporter for the *Nihon Keizai Shimbun*, the leading Japanese economic journal. For the past two years, Mr. Moriwaki has been assigned to the foreign news section of his paper, with major responsibility for covering the developing countries. Mr. Moriwaki earned his Bachelor of Arts degree from Kaio University where he majored in political science. Mr. Moriwaki is 26 years of age.

Mexico **HUGO ESTENSSORO BALDOMAR**

Mr. Estenssoro is a member of the editorial staff of *Excelsior*, in charge of the Latin-American section and director of the paper's literary supplement. Mr. Estenssoro also writes international commentaries for the monthly magazine *Por Que?* under the penname "Emilio Chartier." Mr. Estenssoro was formerly a reporter for *O Estado de Sao Paulo* in Brazil. Mr. Estenssoro has lived and traveled extensively throughout Latin America. Mr. Estenssoro is 22 years of age.

Republic of China **EDWARD HSU**

Mr. Hsu is a columnist for the Taiwan *Daily News*. His weekly column, "Taiwan as seen by Foreigners," has been widely acclaimed for its in-depth reporting of conditions in Taiwan. After receiving his journalism degree from National Chengchi University, Mr. Hsu joined the staff of the Taiwan *Shin Wen Daily News* as a parliamentary and foreign affairs reporter. Subsequently, he worked as an editor-translator for the Government Information Office. Mr. Hsu is married and is 32 years old.

Spain **FRANCISCO MARTOS ROBLES**

Mr. Martos is a reporter in the foreign news department of Europa Press Agency and chief editor of the graphics department. While working, Mr. Martos is also studying political science and economics at the University of Madrid. Before joining Europa, Mr. Martos lived in England for two years and traveled throughout Europe. He is 26 years of age.

United Kingdom **JON LEONARD PEPPER**

Mr. Pepper is a reporter and film producer for Harlech Television in Bristol. During the past three years, he has produced current-affairs and news-magazine programs, as well as a documentary film on the Anglo-French Concorde project. Mr. Pepper began his journalism career as a reporter for the Southampton *Evening Echo*. Since then he has worked for the East London News Agency, the NATO forces in Eastern Turkey and the Bristol and West News Agency. Mr. Pepper has written three novels. He is 26 years old.

Venezuela **JOSE ANTONIO MAYOBRE**

Mr. Mayobre, the first WPI Fellow from Venezuela, is assistant managing editor in the news department of Venezuelan Television. Mr. Mayobre was formerly an assistant to the permanent Venezuelan delegation to the United Nations, a research assistant for Zinder International, and a translator-editor for the Pan-American Union of the Organization of the American States. Mr. Mayobre graduated from Princeton University. He is 26 years old.

Yugoslavia **FRANC PEA**

Mr. Pea is a foreign policy commentator for Radio-Television Zagreb. From 1955 to 1962, Mr. Pea was on the reportorial staff of the Zagreb edition of *Borba*, the leading daily newspaper in Yugoslavia. Mr. Pea earned a law degree from the University of Zagreb. He speaks fluent German, Russian and English and has traveled in Europe and the Soviet Union. Mr. Pea is married and is 35 years old.

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The World Press Institute, headquartered at Macalester College in St. Paul, Minnesota, is based on faith that the American way of life, freely exposed, is its own best advocate. The Institute, financed privately by American companies and foundations, opens the doors of America to young professional journalists from every corner of the earth and, through a unique program of study, work and travel, endeavors to provide them with a significant and penetrating analysis of the people, social processes and policies of the United States.

Free to wander, free to observe and explore, free to write without restriction, foreign journalists enrolled in the World Press Institute learn the American way of life by actually living it for one year. The newsmen participate in a specially designed American Studies seminar program at Macalester College, intern with major American news media, and travel more than 30,000 miles throughout the United States. During the year, the WPI press corps is afforded an unequaled opportunity for professional and personal growth through first-hand knowledge and expertise gained during the months of meeting, living and working with Americans from all walks of life, and from close, lasting associations made with fellow WPI journalists.

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—THE NEW YORK TIMES
December 27, 1964

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RECEIVED
Southern Regional Council

FEDERAL SECURITY AGENCY
U. S. OFFICE OF EDUCATION
Washington 25, D. C.

ADVANCE RELEASE
for Wednesday Afternoon, Nov. 26, 1947

MOST COLLEGE DOORS STILL OPEN TO '48 VETERAN STUDENTS
DESPITE RECORD VETERAN ENROLLMENT OF 1,122,738 THIS
FALL REPORTS U. S. OFFICE OF EDUCATION, FEDERAL SECURITY AGENCY

Forty-eight percent of the total number of students in our Nation's colleges and universities this fall are veterans, according to Federal Security Administrator Oscar R. Ewing. He based his statement on a recent survey by the Agency's Office of Education.

The survey of enrollments in 1,753 institutions of higher education, the first complete Nation-wide study made this fall, reveals an enrollment of 1,122,738 veterans. The total college-university enrollment for both veterans and non-veterans is 2,338,226. Making up the veterans enrollment are 1,098,647 men and 24,091 women.

A majority of the veterans are studying in the universities. One hundred twenty-nine such institutions have 614,889 of the Nation's veteran student body. Five hundred seventy-three colleges of arts and sciences enroll 225,233 veterans; 281 independent technical and professional schools, 110,403; 200 teachers colleges and normal schools, 63,354; 463 junior colleges, 82, 553; and 107 Negro institutions 26,306.

Greatest percentage rise in veterans enrollment by type of institution is that reported by Negro institutions--44.41 percent over that of fall 1946. For all types of institutions the percentage rise was 3.92. Last fall 18,216 Negro veterans were enrolled.

The number of veterans in college this fall exceeds by 42,342 the number enrolled in all types of higher education institutions last fall. The largest advance by type of institution, that reported by Negro institutions, represents 8,690 students. Universities, colleges and professional schools report 35,249 more veterans than last fall, and teachers colleges 1,574 additional veterans. Only junior colleges show a drop in number of veterans--2,571 fewer than last year.

Dr. John W. Studebaker, U. S. Commissioner of Education, said today, "This survey reveals that about 85 percent of our institutions of higher education report that they will accept students for the spring semester or for next fall despite present record enrollments. Some of the larger institutions are crowding their facilities to the utmost, and tentatively, at least, have closed enrollments. Others are keeping enrollments open only to veterans. The study indicates that colleges and universities are utilizing their facilities to the utmost so that veterans and others desiring a higher education may attend college. We may expect further adaptation of college plants and programs to serve the growing demands by our veterans and other citizens for a higher level of learning to meet ever-changing needs in our democratic society.

(over)

Director of the U. S. Office of Education's Division of Higher Education, Dr. John Dale Russell, stated, "The continued increase in numbers of veterans attending college is in line with predictions. Enrollment of veterans attending institutions of higher education under the provisions of Public Laws 16 and 346 represents an increase of 3.92 per cent. On the other hand the enrollment of non-veteran students represents an increase of 21.84 per cent over last year. This year veterans comprise 48.02 per cent of the college level enrollments as compared with 51.99 per cent last year. The fact that this year's increase in veteran students is small may lead some to conclude that we have now reached the peak of the requirements for service to veterans. Such a conclusion might prove to be unfounded if employment opportunities should decrease during the next two or three years. Both present and anticipated enrollments in higher education, therefore, point to the need for wider variety of opportunities at the college-university level, to fit our college population for vocations, professions, and life's work and service in general. Both scope and content of college-grade programs will be examined more critically by our institutions of higher education. Every effort should be made to guide students into fields of education best suited to their capabilities and interests."

TABLE I

Fall Enrollment of Veterans in Higher Educational Institutions 1946 and 1947, By Type of Institution

Type of Institution	Number of Veterans		Change	
	Fall 1946	Fall 1947	Number	Per Cent
All Institutions	1,080,396	1,122,738	42,342	3.92
Universities, colleges, and professional schools	915,276	950,525	35,249	3.85
Teachers colleges	61,780	63,354	1,574	2.55
Junior colleges	85,124	82,553	-2,571	-3.02
Negro institutions	18,216	26,306	8,090	44.41

TABLE II

Fall Enrollment in Higher Educational Institutions 1946 and 1947 Total, First-Time Students and Veterans, By Sex

Item	Number of Students		Change	
	Fall 1946	Fall 1947	Number	Per Cent
All students	2,078,095	2,338,226	260,131	12.52
Men	1,417,595	1,659,249	241,654	17.05
Women	660,500	678,977	18,477	2.80
First time in any college	696,419	592,846	-103,573	-14.87
Men	499,532	399,972	-99,560	-19.93
Women	196,887	192,874	-4,013	-2.04
Veterans	1,080,396	1,122,738	42,342	3.92
Men	1/	1,098,647		
Women	1/	24,091		

1/ Breakdown not available.

TABLE III

BREAKDOWN BY STATES OF VETERANS ENROLLMENT,
MEN, WOMEN AND TOTAL

State or Territory	Men	Women	Total	State or Territory	Men	Women	Total
Total	1,098,647	24,091	1,122,738	Nebraska	10,915	215	11,130
Alabama	16,004	237	16,241	Nevada	978	30	1,008
Arizona	4,781	118	4,899	N.Hampshire	4,592	99	4,691
Arkansas	8,302	113	8,415	N. Jersey	24,106	211	24,317
Calif.	79,365	2,003	81,368	N. Mexico	4,209	121	4,330
Colorado	17,471	764	18,235	New York	124,571	3,243	127,814
Conn.	14,577	230	14,807	N. Dakota	4,347	46	4,393
Delaware	1,300	5	1,305	N.Carolina	20,099	284	20,383
Florida	15,695	270	15,965	Ohio	68,392	1,167	69,559
Georgia	17,080	211	17,291	Okla.	23,496	325	23,821
Idaho	3,989	45	4,034	Oregon	12,914	288	13,202
Illinois	73,415	1,949	75,364	Penn.	70,064	2,420	72,484
Indiana	31,605	458	32,063	R. I.	6,899	68	6,967
Iowa	21,309	416	21,725	S.Carolina	10,142	124	10,266
Kansas	17,348	279	17,627	S. Dakota	4,453	71	4,524
Kentucky	14,305	208	14,513	Tennessee	16,966	350	17,316
Louisiana	16,188	319	16,507	Texas	59,532	797	60,332
Maine	4,705	63	4,768	Utah	9,269	194	9,463
Maryland	14,256	206	14,462	Vermont	2,915	84	2,999
Mass.	44,921	1,329	46,250	Virginia	15,261	131	15,392
Michigan	47,797	909	48,706	Wash.	20,540	410	20,950
Minnesota	24,894	1,000	25,894	W.Virginia	11,092	196	11,288
Mississippi	9,224	84	9,308	Wisc.	23,966	578	24,544
Missouri	26,502	416	26,918	Wyoming	1,972	22	1,994
Montana	4,585	148	4,733	D.C.	17,336	837	18,173

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FEDERAL SECURITY AGENCY
U. S. Office of Education
Washington 25, D.C.

ADVANCE RELEASE
For Afternoon papers
Wednesday, November 26, 1947

BREAKDOWNS ON COLLEGE ENROLLMENT SURVEY
RELEASED BY U. S. OFFICE OF EDUCATION, FEDERAL SECURITY AGENCY

First complete reports on this year's college and university enrollments were released today by Federal Security Administrator Oscar R. Ewing, on the basis of a survey made by the Agency's Office of Education.

This is the first time in the history of American education that complete national, State and institutional enrollment figures have been made available so soon after the fall opening of colleges. By postcard questionnaire and machine tabulation, the U. S. Office of Education conducted this survey and analyzed the returns in less than a month's time. The returns reflect the enrollment situation in every institution of higher education on record in the United States.

Highlight findings of the enrollment survey for 1,753 institutions are:

The largest enrollment in the history of higher education totals 2,338,226. This is 260,131 over the fall 1946 enrollment, and almost one million more than the pre-war peak reached in 1940.

Greatest numerical increase is reported by universities, colleges and professional schools--201,450 students. Largest percentage increase in enrollment, 26.05, is reported by Negro institutions. The percentage increase reported by all institutions is 12.52.

Roughly a million more men than women are enrolled. The figures are 1,659,249 men, and 678,977 women.

(over)

The enrollment of non-veteran students represents an increase of 21.84 per cent over last year.

More than half a million students, actually 592,846, are enrolled in college for the first time. This number includes 399,972 men and 192,874 women. Last year 696,419 first-time students were registered. The net decrease in new enrollments is 103,573. The all-time high for freshmen students in the pre-war period was 328,590. This year's figure is an increase of 80 per cent over the highest pre-war level of newly entering students.

Reports show most students in the States of New York--280,874; California--178,663; Illinois--163,725; Pennsylvania--142,280; Ohio--142,279; and Texas--122,516.

Commenting on findings of the college enrollment survey, John W. Studebaker, U. S. Commissioner of Education, said today: "Popularization of college and university education indicated in the all-time peak enrollments reported in this Nation-wide survey, challenges higher education to democratize its offerings more than ever before. Since the days following World War I, when high school enrollments first passed the same two and a quarter million peak which our institutions of higher education report passing this fall, we have seen adaptation of the high school curriculum to meet the widely-varying needs of America's young people. These efforts are continuing at the secondary school level so that our youth may receive not only a grounding for college, but also guidance in such fundamentals as preparation for home and family life, how to look for and do a job, how to save money and budget, and how to appreciate the fact that working with one's hands may be just as dignified as working with one's mind. In view of the step-up in higher education enrollments, colleges and universities, likewise, may be expected not only to re-examine their curricula in terms of today's student needs, but also to take necessary action to provide for those needs. The effectiveness of such democratization may well dictate whether college enrollments will continue to rise in future years."

Dr. John Dale Russell, Director of the Division of Higher Education, U. S. Office of Education, said today: "The strength of the demand for higher education, reflected in the increase of one eighth in total enrollments over last year's unprecedented figures, is all the more remarkable because of the continuing high levels of employment and the relatively attractive salaries and wates in jobs that do not require preparation at the college level. Perhaps the most striking fact in the entire tabulation is the remarkable increase in non-veteran students. Continued increase of non-veteran students at this rate would more than offset the losses in enrollments that must be expected as veterans complete the education to which they are entitled."

TABLE I

Fall Enrollment in Higher Educational Institutions 1946 and 1947
Total, By Type of Institution

Type of Institution	Fall 1946	Fall 1947	Increase Number	Increase Per Cent
All institutions	2,078,095	2,338,226	260,131	12.52
Universities, colleges, and professional schools	1,681,055	1,882,505	201,450	11.98
Teachers colleges	150,059	162,199	12,140	8.09
Junior colleges	188,139	219,349	31,210	16.59
Negro institutions	58,842	74,173	15,331	26.05

TABLE II

Fall Enrollment of First Time Students in Higher Educational Institutions 1946 and 1947, By Type of Institution

Type of Institution	Number of First Time Students Fall 1946	Number of First Time Students Fall 1947	Change Number	Change Per Cent
All institutions	696,419	592,846	-103,573	-14.87
Universities, colleges, and professional schools	489,336	408,052	-81,284	-16.61
Teachers colleges	66,512	54,461	-12,051	-18.12
Junior colleges	118,802	107,085	-11,717	-9.86
Negro institutions	21,769	23,248	1,479	6.79

TABLE III

Fall Enrollment in Higher Educational Institutions 1946 and 1947,
Total, First Time Students, by Sex

Item	Number of Students Fall 1946	Number of Students Fall 1947	Change Number	Change Per Cent
All students	2,078,095	2,338,226	260,131	12.52
Men	1,417,595	1,659,249	241,654	17.05
Women	660,500	678,977	18,477	2.80
First time in any college	696,419	592,846	-103,573	-14.87
Men	499,532	399,972	-99,560	-19.93
Women	196,887	192,874	-4,013	-2.04

(over)

STATE BREAKDOWN SHOWING NUMBER OF MEN, WOMEN, TOTAL MEN AND WOMEN
NUMBER FIRST TIME IN ANY COLLEGE, MEN WOMEN AND TOTAL

State or Territory	Men	Women	Total	First Time in Any College Men	Women	Total
Total	1,659,249	678,977	2,338,226	399,972	192,874	592,846
Alabama	22,764	9,282	32,046	4,687	2,642	7,329
Arizona	7,551	3,057	10,608	2,436	992	3,428
Arkansas	12,375	5,390	17,765	3,931	1,872	5,803
Calif.	125,910	52,753	128,663	30,190	15,376	45,566
Colorado	23,963	8,846	32,809	5,541	2,290	7,831
Conn.	21,406	5,662	27,068	8,949	1,825	10,774
Delaware	2,067	661	2,728	611	206	817
Florida	22,215	9,000	31,215	5,840	2,977	8,817
Georgia	25,990	13,644	39,634	6,213	4,248	10,521
Idaho	6,138	2,243	8,381	2,127	970	3,097
Illinois	114,571	49,154	163,725	23,895	11,556	35,451
Indiana	47,431	15,255	62,686	10,620	4,650	15,270
Iowa	30,881	12,876	43,757	7,532	4,280	11,812
Kansas	26,534	10,667	37,201	7,064	3,888	10,952
Kentucky	21,573	10,187	31,760	5,024	3,570	8,594
Louisiana	26,371	11,780	38,151	5,780	3,101	8,881
Maine	6,617	2,662	9,279	1,854	911	2,765
Maryland	25,855	9,082	34,937	6,885	2,644	9,529
Mass.	65,619	27,468	93,087	13,214	7,844	21,058
Michigan	71,636	27,341	98,977	15,704	7,270	22,974
Minnesota	36,478	16,155	52,633	7,942	4,402	12,344
Mississippi	12,729	6,487	19,216	3,856	2,524	6,380
Missouri	44,279	17,995	62,274	11,620	7,458	19,078
Montana	6,533	2,367	8,900	1,868	751	2,619
Nebraska	14,595	8,107	22,702	4,183	2,531	6,714
Nevada	1,369	595	1,964	486	195	681
N. Hampshire	6,823	1,954	8,777	1,695	889	2,584
New Jersey	35,175	8,896	44,071	11,083	3,093	14,176
New Mexico	6,418	2,187	8,605	1,672	737	2,409
New York	196,727	84,147	280,824	42,930	15,487	58,417
N. Carolina	30,496	15,616	46,112	8,634	5,342	13,976
N. Dakota	6,585	2,642	9,227	2,199	893	3,092
Ohio	102,422	39,857	142,279	23,122	10,752	33,874
Oklahoma	33,194	11,981	45,175	8,064	3,431	11,495
Oregon	18,369	7,151	25,520	4,920	2,069	6,989
Penn.	104,712	37,568	142,280	23,232	8,413	31,645
R.I.	9,383	3,014	12,397	3,097	903	4,000
S. Carolina	16,678	9,441	26,119	4,037	2,987	7,024
S. Dakota	6,408	2,270	8,678	2,065	900	2,965
Tennessee	25,128	12,184	37,312	7,201	3,895	11,096
Texas	87,532	34,984	122,516	21,193	11,084	32,277
Utah	14,235	6,178	20,413	3,784	2,295	6,079
Vermont	4,247	2,622	6,869	1,361	961	2,322
Virginia	23,384	13,071	36,455	5,729	4,729	10,458
Washington	27,930	11,284	39,214	6,745	3,305	10,050
W. Virginia	16,231	7,243	23,474	4,265	2,274	6,539
Wisconsin	34,632	14,896	49,528	8,338	4,295	12,633
Wyoming	2,872	947	3,819	749	311	1,060
D.C.	26,218	10,128	36,346	5,745	2,856	8,601

VETERANS ADMINISTRATION
Central Office, Room 118
WASHINGTON 25, D. C.

November 28, 1947

OFFICE OF
THE ADMINISTRATOR OF
VETERANS AFFAIRS

Mr. George S. Mitchell
906 Lullwater Road
Atlanta 6, Georgia

Dear Mr. Mitchell:

This is in response to your telephone call of November 28, 1947.

As of April 30, 1947, there were 2,444,765 veterans in training under Public 346. Of that number, 1,825,118 veterans were in institutional training, which includes cooperative training (a combination of job and school).

In job training, there were at that time 619,647. The total veteran population was 14,267,000. Of the total number of veterans in training under Public 346 as of that date 4.7% were Negroes.

There were 5.3% Negro veterans in institutional training and 2.8 Negro veterans in on-the-job training. Of the total number of living veterans of World War II as of April 30th, there were 8.9% Negro veterans.

Regret to add that I have been unable to get any additional information. However, we hope to be able to make a more complete survey at some time in the future.

Mr. McCormick of the Agricultural Training Service of Vocational Rehabilitation and Education sends you his regards and suggests that any time in the future that he may be of some assistance to you, do not hesitate to drop him a line. He also would appreciate any suggestions you might wish to submit for increasing the efficiency of the veterans' farm training program as it is now constituted.

I recognize the amount of arithmetical effort you will have to expend in order to arrive at approximate numerical figures; however, in an effort to get this to you before Sunday, I am inserting just the percentages knowing, of course, that you will be able to work it out.

Very truly yours,

George L. Holland

G. L. HOLLAND

65% of the Negro Vet population was residing in the South at that time 4/30/47 Branch areas 4-Richmond — 5-Atlanta — 9 St. Louis — 10 Dallas

VETERANS ADMINISTRATION
Branch Office No. 4
900 N. Lombardy St.
Richmond 20, Va.

YOUR FILE REFERENCE:

December 30, 1947

IN REPLY REFER TO: RV ADR

Mr. James M. Crawford
S.E. Reg. Field Representative
The American Veterans Committee
63 Auburn Avenue, N. E.
Atlanta 3, Georgia

Dear Mr. Crawford:

Mr. Marvin Caplan, Chairman of Richmond Chapter No. 1, The American Veterans Committee, on December 16 wrote Mr. Roger E. Martz of the Veterans Administration Regional Office, Roanoke, Va., requesting information on the proportions of Negro and white veterans in Virginia receiving education and training under Public Law 346. Mr. Caplan stated in his letter that he was referred to Mr. Martz by Mr. T. F. Crittenden of the Virginia State Department of Education.

He enclosed a letter from you of December 9 on this subject and requested that any available information should be sent direct to you.

Figures are not available on the numbers of Negro and white veterans in training in Virginia under Public Law 346 and any estimate would be misleading. The Veterans Administration has not maintained such a break-down by race.

The total number of veterans in training in Virginia under Public Law 346 by types of training, as of November 30, 1947, are as follows:

In institutions of higher learning.....15,868
In other educational institutions.....12,951
Institutional on-farm training..... 2,546
Job training.....10,890

(There is an exception with reference to these figures: they are totals for the State of Virginia less the two counties of Arlington and Fairfax and the City of Alexandria; these subdivisions are administered by the Washington, D.C. Regional Office and their totals included with the District of Columbia figures).

We are sorry not to be able to furnish just the information you request. If we can be of service in the future, please do not hesitate to call upon us.

I am forwarding a copy of this letter to Mr. Caplan for his information.

Very truly yours,

J. B. Cress

J. B. CRESS
Deputy Administrator

An inquiry by or concerning an ex-service man or woman should, if possible, give veteran's name and file number, whether C, XC, K, N, or V. If such file number is unknown, service or serial number should be given.

December, 1947

Data concerning the number of veterans receiving training in Tennessee at the present time with a break-down according to the type of training and according to race:

	TOTAL	WHITE	NEGRO
Veterans in Tennessee now receiving training of all types under the GI Bill	67,339	-----	------
Veterans in Tenn. receiving college training	16,598	------	------
Veterans receiving secondary education	603	------	------
Veterans receiving on-the-job training	22,651	------	------
Veterans receiving on-the-farm training	15,942	------	------
Veterans receiving other types of training under the GI Bill	11,545	------	------

No information available according to number of white and Negro vets.

STATE OF NORTH CAROLINA
DEPARTMENT OF PUBLIC INSTRUCTION
RALEIGH

January 2, 1948

RECEIVED
JAN 5 1948
Southern Regional Council

Dr. George S. Mitchell, Executive Director
Southern Regional Council, Inc.
63 Auburn Avenue, N. E.
Atlanta 3, Georgia

Dear Dr. Mitchell:

Thank you very much for your very fine letter of December 31. I think you are rendering a real service to veterans throughout the South by your efforts to secure the types of information outlined in your letter. I shall be very glad to make any contribution I can to be of service in connection with this project.

I am very surprised to learn that there are so many Negro veterans in the various states, my own state included. It indicates the tremendous task that awaits those who should be interested in giving training to these veterans. It seems to me that you are proceeding in exactly the right way, and I wish you good luck in securing the information. You are rendering a distinct service to all of us interested in this matter, and particularly to the veterans and other persons who are really trying to do something to help them secure educational and other training that will be useful to them in the years to come.

With cordial good wishes, I am

Very sincerely yours,

N C Newbold

N. C. NEWBOLD

NCN:mm

13

American Veterans Committee, (AVC)

INCORPORATED

TO ACHIEVE A MORE DEMOCRATIC AND PROSPEROUS AMERICA AND A MORE STABLE WORLD

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Samuel Unger
Business Manager

1718 South Ervay Street
Dallas 1, Texas
January 6, 1948.

Mr. Jim Crawford
SE Refional Field Representative, AVC
63 Auburn Avenue
Atlanta 3, Georgia

Dear Jim:

An effort to tear some statistics from the Dallas Branch of the VA has been all but futile.

I talked at length to Mr. Thomas H. Lunday, Research Officer in the Voc. & Rehab. Division, and all he could do was to assure me that there were no seperate statistics for Negro veterans -- "they are all veterans to us." At first he indicated he could supply me with a factor which, when multiplied by the total number of participants, would give the approximate number of Negro participants in the different programs.

Perhaps Lunday became suspicious of my reasons for desiring the figures, for he later amended the above statement to say the only factor available was one for the nation which would not hold-true for the South. It is my opinion that this Branch Office can secure the figures we need, if they feel compelled to do so. If the figures are really essential to you, we might be able to agitate the VA further by making a campaign out of this business.

All I actually got from Lunday was the following break-down of <u>total</u> participants as of November 30th. (Okla. & Ark. are not served from this office):

	Texas	Louisiana
On-the-farm	- 21,345	- 7,805
On-the-job	- 36,895	- 8,329
College	- 64,043	- 20,309
Secondary	- Not readily available, but very small.	

These figures are probably useless, but I shall send you more, if I can unearth them.

Fraternally yours,

Fred

Fred H. Schmidt

He ever-cautious Mr. Lunday said the above figures were not for publication!

Official Publication of the State of Indiana Department of Veterans' Affairs

INDIANA VETERANS' REVIEW

VOL. II | INDIANAPOLIS, INDIANA, JANUARY, 1948 | No. 10

Notify Agency Of Firm Changes

"Any change in firm name or ownership of an institution giving veteran training must be approved by the State Approval Committee," reads an announcement quoting R. F. Robinson, Executive Secretary of the Committee, and disseminated by John E. Shaw, State Training Program Supervisor.

The new firm or new ownership must submit the following information:

(1) Name of old firm and new name of firm.

(2) Effective date of this change.

(3) Training objective or objectives approved for the original firm which the new firm desires to continue in operation.

(4) Agreement to operate the veterans training program(s) as approved for the original firm.

Shaw also suggested that the firm list the names of the veterans concerned along with their "C" numbers at the time it submits the affadavit. This action will facilitate action by the federal Veterans Administration, also, in its change in award for the veterans involved.

VA Has X-Ray Films

Veterans Administration now is the custodian of more than 53,000,000 Army chest X-ray films of World War II veterans, which it will use in its long-range anti-tuberculosis program.

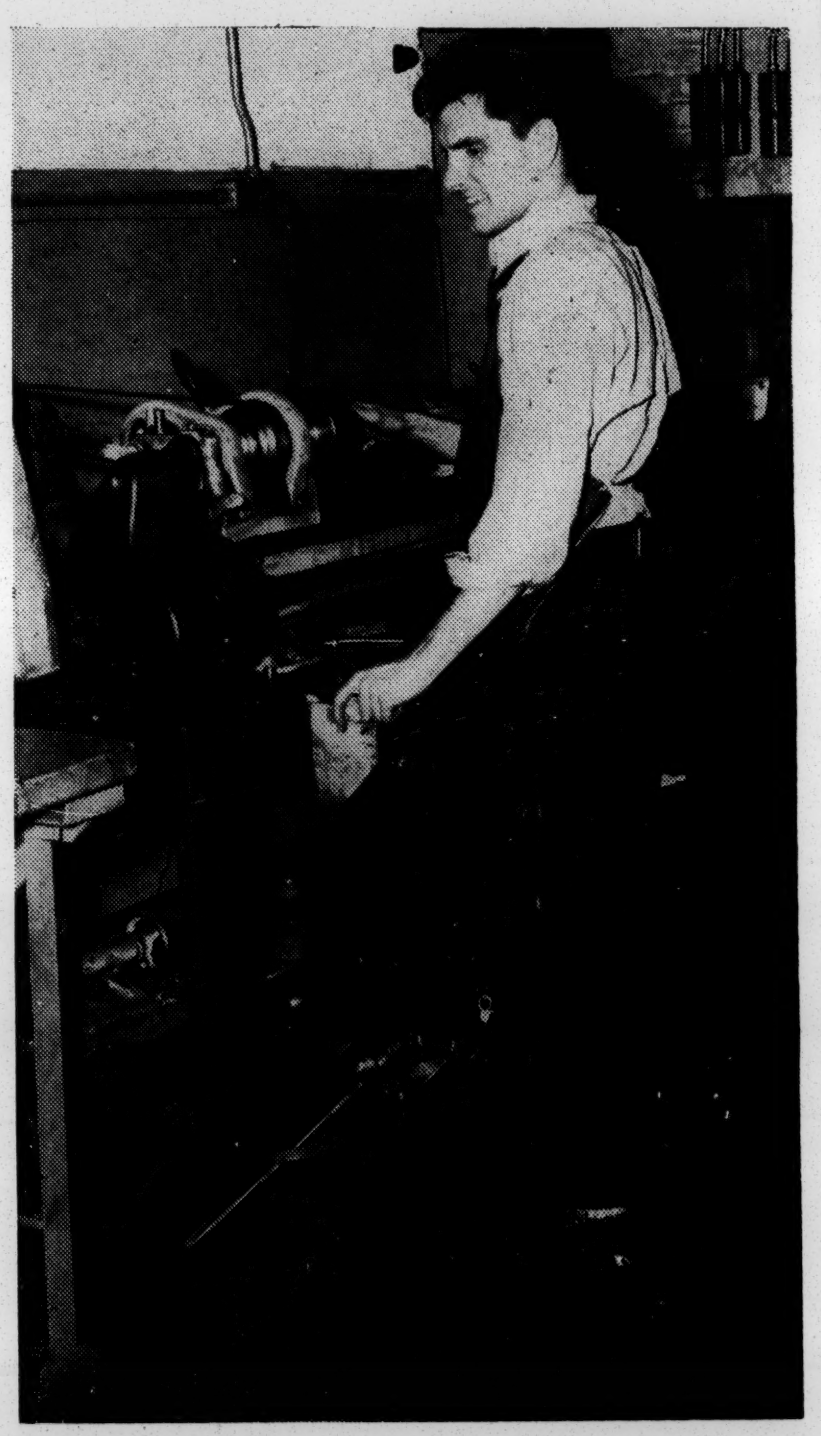
The films will assist VA in its study of tuberculosis among veterans and will also be available for determining eligibility of veterans for compensation.

Chest X-ray films of Navy and Marine Corps personnel will be retained by the Navy. Those of Coast Guard personnel are in possession of the Public Health Service.

Credit Due Acme

Inadvertently, full credit was not given for the picture of "Miss Semper Fidelis" which appeared in the December issue of the Review. The credit line listed only the Indianapolis Times, in which publication the picture previously appeared. It should also have credited Acme Newspictures, source of the picture and copyright holder.

Jack And Skippy Collaborate - - -



(Courtesy, The Indianapolis Star)

Skippy, boon companion and guide, accompanies Jack Miller, blind war veteran, to work each day in the Schafer Gear Works, Inc., 814 S. Main St., South Bend. Here, standing by while Jack operates a machine, is Skippy the Seeing Eye Dog who moves with his master from machine to machine and operation to operation about the shop.

The Indianapolis Star and the South Bend Tribune both carried long accounts of Jack Miller's outstanding war and civilian post-war records. Blinded by German mortar fire on the Normandy beachhead, Jack has surmounted that obstacle to achieve considerable success in his chosen occupation, and regards his loyal wife Betty, an understanding doctor, considerate employers, helpful friends, and his canine companion Skippy as life's most treasured possessions.

Cites Apathy And Complexity In Re Veterans' Problems

"Apathy and complexity both set in, during 1947, in the matter of veterans' affairs," asserted William C. Stalnaker, Director of the State of Indiana Department of Veterans' Affairs, in looking over the current year's developments in this vital field.

Stalnaker noted a "levelling off of public interest" in the problems of the ex-serviceman and woman, and, at the same time, a "growing complexity" in those veterans' problems.

"Public interest began to drop as the canteen lights went out," the vet official observed, "and yet, today, we have the all-time record of 105,000 war veterans in our hospitals. And the peak has by no means yet been reached."

As to Indiana's handling of veterans' affairs, Stalnaker lauded the experience and service of city and county veterans' affairs officers. "The working picture points up the tremendous value of local community veterans' affairs centers, and further emphasizes the need for consideration of the possibility of supplying matching funds by the state to supplement local funds in the continued operation of city and county or bi-county veterans' affairs centers," he added.

"A survey we made this year proves that 75 per cent of a veteran's problems are strictly local in origin and solution; and most requests for veterans' assistance could not be handled by any agency other than the local service officer."

"Indiana right now has nearly 50,000 ex-GI's in its colleges, schools and other institutions; while an additional 17,000 are taking on-the-job, apprentice, and on-farm training under the GI Bill of Rights. We have inspected and approved 8,000 training programs throughout the state. So, you see, it's a big operation."

Asked to cite some outstanding accomplishments in the field during 1947, Stalnaker noted these:

(Continued on Page 2)

INDIANA VETERANS'

REVIEW

OFFICIAL PUBLICATION OF THE STATE OF INDIANA
DEPARTMENT OF VETERANS' AFFAIRS

Published monthly at the Veterans' Affairs Office,
431 North Meridian Street, Indianapolis 4, Indiana

RALPH F. GATES, Governor

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Theodore L. Sendak, Editor

JANUARY, 1948

Editor's Miscellany—

College enrollment for the school year 1947-48 has reached the record total of 2,338,226, which is a million more than the pre-war peak year of 1940 and 260,000 more than a year ago. Of this bumper crop, 1,122,738 are World War II veterans, of whom 24,091 are women. Indiana colleges have 62,686 students enrolled, of whom 32,063 are veterans, according to this Federal Security Agency report.

In an adjoining column we reproduce an editorial from the Fourth Estate's trade journal, "Editor and Publisher," entitled "The 'Ex-G. I.'" It is a good editorial on a topic which was first stressed by William C. Stalnaker, Director of the Indiana Department of Veterans' Affairs, in a letter to all Hoosier newspaper editors in September of 1946. It drew widespread support then, and Stalnaker introduced a resolution urging discontinuance of irrelevant use of the "vet" label in crime stories and headlines at the National Conference of State Directors of Veterans' Affairs (November, 1946). It was unanimously approved, and subsequently received favorable comment and endorsement from the nation's press and various press associations and societies.

During December, W. A. Williams, who handles veterans' training in agriculture in the Hoosier state, conducted a series of regional conferences throughout Indiana for all teachers in the institutional on-farm training program.

The departure of Don Hoover, Associate Editor of the Indianapolis Times, from Hoosier journalism won't go unnoticed by us either; for Don has been one of the Review's best providers of material.

While we're at it, we'd like to credit some other cooperative folks for their recent assistance. There's Wendell Philippi, City Editor, Indianapolis News; James A. Stuart, Editor, Robert Early, Managing Editor, Don McClure, Picture Editor, Indianapolis Star; Don Datisman, Managing Editor, and Arnold Coons, City Editor, Gary Post-Tribune; Dud Chamberlin, Evansville Courier-Press; Rex Hidy, Editor, Hammond Times; Mel Ryder, Editor, Army Times; Barney Yanofsky, Editor, Foreign Service Magazine; Frank White, Editor, Hoosier Legionnaire; Vivian Corbly, Editor, DAV Semi-Monthly; and two VA public relations men, Ralph Hesler, Indianapolis, and Stanley Sullivan, Gary.

The 2,000 war veterans at the Marion (Indiana) Veterans Administration hospital had an added touch of the Christmas spirit as the result of Governor Ralph F. Gates' request to his Department of Conservation to provide 100 Christmas trees free of charge. The Governor's action followed an appeal by the Indianapolis Red Cross chapter. And the trees, ranging in height from 10 to 30 feet, were cut from the Morgan-Monroe State Forest.

Here in America we revere the names of Washington and Lincoln, Hamilton and Jefferson. However, we have other heroes, of whose contributions to our history we may not be so keenly aware. Chief among these is versatile Benjamin Franklin who, in his day, was called "the keystone in the American arch of freedom." It was Franklin who said, "Rebellion to tyrants is obedience to God." The entire American printing industry sets aside January 11-17, 1948, in honor of the 242nd birthday anniversary of this great patriot-printer-publisher, Benjamin Franklin.

BILL MAULDIN'S CARTOON

"Just when we wuz gittin' so we could hear a plane without cringin' . . ."

(Courtesy The Army Times, United Feature Syndicate, and Ann Watkins, Inc., agent for Bill Mauldin).

Cites Apathy -

(Continued from Page 1)

1. The service of Hoosier county veterans' affairs officers in assisting 35,000 veterans a month;
2. The development of the on-farm training program and the expansion of the other phases of GI training;
3. Indiana's Emergency Educational Assistance Program which, before it terminated, had provided 1,500 Hoosier veteran students with $105,000 in emergency loans pending receipt of their tardy federal VA checks;
4. The 50 veterans' laws enacted by the 80th Congress, particularly its action to provide cashing of terminal leave bonds;
5. The 20 veterans' laws enacted by the 85th Indiana General Assembly, especially such alleviating legislation as the act which increased the property tax exemption for disabled veterans and their widows;
6. The state legislature's "plebiscite bonus bill" which puts the question of whether or not to pay a state soldier's bonus and its method of financing before the voters on the November, 1948, ballot.

Ready New Limbs

The Veterans Administration is distributing three new types of artificial arms to approximately 5,000 amputee-veterans through some 350 artificial limb dealers over the nation.

The arms are: (1) The Northrup above-elbow and below-elbow arms developed by the Northrup Aircraft Corporation, Hawthorne, Calif.; (2) the Fitch dual control arm developed by the U. S. Navy in its research shops at Philadelphia, Pa. and (3) the Hosmer arm developed by the A. J. Hosmer Corporation of Santa Monica, Calif.

These arms incorporate a number of improvements that enable amputees to operate them with greater facility and for a wider range of uses than was possible with the former artificial arms.

Amputee-veterans who have permanent and spare arms of the older variety may secure one of the three new types as an additional, or third arm most suited to their needs, provided the appliance can be fitted satisfactorily. They will not receive a hand or hook with the new appliance because the hand or hook of the spare arm may be used on the new units.

The "Ex-G.I."

(Editor and Publisher)

IT'S BEEN SAID before, but Paul Gallico in his own inimitable style says it better:

"I realize that to some extent it is because the late war is still close to us. If some day I were to be so unfortunate as to be nailed in the act, I do not believe the boys would go back to my World War I record and headline—'Gallico, Ex-Gunner's Mate, Caught Stealing Pencils From Blind Mendicant,' though it seems to me it would make as much sense almost as the present-day constant reference to the ex-G.I. in the news."

Gallico is "baffled (and so are we) and a little grieved that so many newspapers continue to refer to the bandit who knocks off a Third Avenue bar and grill, the character who solves his marital problems with a cleaver, the sucker trapped by detectives in possession of the wrong blonde, the bigamist nailed with an extra frau or two, the bank teller who has packed the little black bag full of the company's spinach and dusted off to the race track, etc., as an 'Ex-G.I.'"

The alphabet disease which has stricken our country in the last 15 years has been a "natural" for the newspapers, particularly the headline writers. So we have developed "G.I." for what was once a "doughboy," and lately the term for some people has come to mean any enlisted man in any branch of the armed forces. Think of the space problem that is solved by using that low-count "G.I." or "Ex-G.I."

But, as Gallico points out with some 12 to 14 million men in uniform during the last war, who isn't an "ex-G.I.?" A certain percentage of them were bound to be "wrongies," the Army found that out. And now that they are in civilian clothes the war experience hasn't seemed to have changed their mental outlook.

Nevertheless, the vast majority of G.I.s were "right guys" who were honest, law-abiding citizens before they got into uniform and continue to be since their return to civvies.

Why discredit the Army, the uniform, and veterans in general by characterizing a mug as an "ex-G.I." when he is caught with the goods, even if it is true. If the fact is pertinent to the news account, state it factually in the story. But let's keep the headlines from giving the impression that all former enlisted men are criminally inclined, or that crime is the pet avocation of only the ex-G.I.

Launch National Poinsettia Drive

(Courtesy, The Indianapolis Star)

The Pearl Harbor anniversary was the occasion for the launching of a nation-wide poinsettia sale by the Mothers of World War II to aid veterans' rehabilitation. Shown purchasing the first poinsettia from Mrs. Eunice Bonner, Gary, the Mothers' national president, is Harvey B. Stout, Assistant Director of the State Department of Veterans' Affairs.

City-County Service Centers

Following is a revised list of city and county veterans' affairs centers, listed by cities, which are under the supervision of the State of Indiana Department of Veterans' Affairs. (*Affiliated only.)

Anderson, Courthouse ..... George Thompson
Angola, Courthouse ..... H. E. Wolfe

Bedford, Courthouse ..... Bernard Lancaster
Bloomfield, Courthouse ..... H. L. Hannah
Bluffton, Courthouse ..... Robert Mettler
Boonville, Courthouse ..... G. M. Hunt
Brazil, Courthouse ..... Harry Hendrickson
Brookville, Courthouse ..... G. M. Fossler
Brownstown, Courthouse (& Seymour) ..... Miss Norma J. Manion

Cannelton ..... Wm. P. Birchler
Clinton, American Legion Bldg. ..... Wayne Jewell
Columbus, City Hall ..... Paul Lawson
Corydon, Courthouse ..... J. R. Rothrock
Covington, Courthouse ..... J. G. Tinsley
Crawfordsville, 423 Ben Hur Bldg. ..... H. J. Grossman

Danville, Courthouse ..... Clyde A. Goodwin
Decatur, Courthouse ..... Dwight S. Arnold
Delphi, Courthouse ..... Joe R. Tolen

***East Chicago,** 3476 Guthrie ..... George Mosny
*Evansville, 8th and Main Sts. ..... John A. Koch

Fort Wayne, 328 E. Berry ..... Wm. H. Junk
Frankfort, Courthouse ..... O. P. Coapstick
Franklin, Courthouse ..... Roland Parks

***Gary,** 516 Washington St. ..... Dan Redding
Goodland ..... John Messersmith
Goshen, Courthouse (Elkhart, 104 Equity Bldg.) ..... Jack Bartell
Greencastle, Courthouse ..... Hobart J. Poellein
Greenfield, Courthouse ..... Harry H. Meyer
Greensburg, Courthouse ..... J. W. Turner

***Hammond,** Yale Building ..... E. W. Johnson
Hartford City, Courthouse ..... J. G. Thornburg
Hobart, 502 East 3rd St. ..... Wm. J. Jensen
Huntington, Courthouse ..... G. M. Morrow

Jeffersonville (city), 207 Lindley Bldg. ..... R. G. Bottorff
(Clark county), American Legion Home ..... Herman A. Wenige

Kendallville, 514 Garden (& Albion & Ligonier) ..... Fred D. Uhl
Knox, Courthouse ..... John K. George
Kokomo, Union Bank Bldg. ..... C. W. McCoy

Lafayette, 802 N. 9th St. ..... J. M. Mull
Lagrange, Courthouse ..... Harry Garlets
Lawrenceburg, Masonic Bldg. ..... Richard A. Giblin
Liberty, Courthouse ..... S. H. Reibsomer
Logoctee, American Legion Home ..... Waldo V. Montgomery

Marion, Courthouse ..... E. K. Gusler
Martinsville, Courthouse ..... J. E. Sedwick
Muncie, Courthouse ..... Harry K. Baker

New Castle, Courthouse ..... J. Frank Shively
New Harmony ..... William D. Frazer
Noblesville, Courthouse ..... E. J. Sullivan
North Vernon ..... E. R. Smith

Paoli ..... Lawrence Thomas
Peru, 313 Sherrill Bldg. ..... Hugh G. Freeland
Petersburg, Courthouse ..... D. W. Hutchison
Plymouth, Michigan and LaPorte Sts. ..... Howard Hilles
Portland, Courthouse ..... Dorwin Franklin
Princeton, Courthouse ..... Wm. E. Whitsitt

Rensselaer, Courthouse ..... Curtis Rardin
Richmond, Courthouse ..... Andrew Herlits, Jr.
Rochester, 611 Main St. ..... E. L. Sisson
Rockport, Courthouse ..... Miss H. K. Snyder
Rockville, Courthouse ..... Robert Hill

Salem, Courthouse ..... Kenneth Trueblood
Scottsburg, W. McLain Ave. ..... Basil S. Amick
South Bend, 234 N. Main ..... B. G. DuBois
Spencer, Courthouse ..... C. W. Chambers
Sullivan, Courthouse ..... Thomas Jennings

***Terre Haute,** 14 N. 7th St. ..... Mrs. Margaret Terhorst
Tipton, Courthouse ..... W. R. Huff

Valparaiso, Room 306, Courthouse ..... Franklin Burrus

Versailles, Courthouse ..... J. H. Scholey
Vevay ..... C. R. Callis
Vincennes, Courthouse ..... George Graham

Wabash, Memorial Hall ..... F. G. Baer
Warsaw, Times Bldg. ..... Carl L. Latta
Washington, Courthouse ..... Robert H. Meade
Williamsport, Courthouse ..... James L. Fix
Winamac, 500 S. Monticello St. ..... Urban J. Kennedy
Winchester, Courthouse ..... Anthony Johnson

Press Comments On VA Chiefs - - -

(The Indianapolis Times)

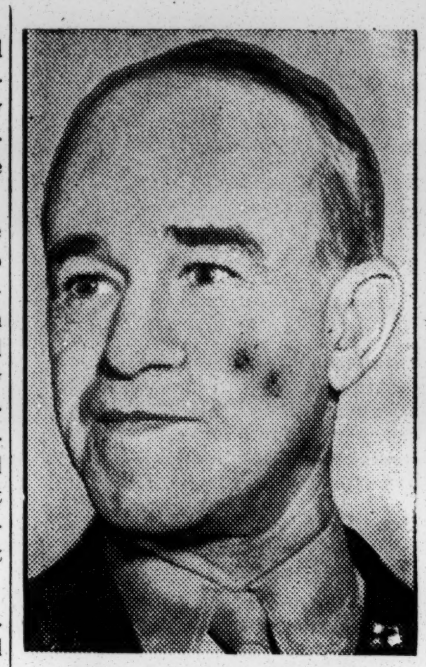
That President Truman would select Gen. Omar Bradley to succeed Gen. Eisenhower as Army chief of staff was, of course, expected. And he could not have chosen a better man.

"Character" and "integrity" are words that come automatically to mind when we think of Gen. Bradley. As top combat commander in the European invasion, he proved himself a truly great military leader. Long known as the "doughboy's general," he enjoyed in highest degree the confidence and respect of his men. His new post gives him a tremendous responsibility. We know he will carry it ably and well.

Mr. Truman has named Carl R. Gray, Jr. of St. Paul to succeed Gen. Bradley as head of the Veterans' Administration. Mr. Gray, vice president of the Chicago & Northwestern Railroad, was the World War II major general in charge of rail transportation in the European theater, and he handled that big job with distinction.

The job he is about to take on is one of the biggest and most important in this country. Last year the Veterans' Administration spent nearly $7⅓ billion—a sum larger than the whole federal government's expenditures in 1938. It employs more than 200,000 persons. The disbursement of billions a year in pensions, educational and other benefits, the management of a vast insurance business and the direction of a huge system of hospitals and medical services are only a few of its many activities.

In Mr. Gray, we understand, the President hopes he has found a successful business executive, willing and financially able to make supervision of the Veterans' Administration a long-time career. We share that hope. The living veterans of America's wars now number more than 17 million. The American people want them to have every advantage and benefit to which their service entitles them. If that is to be assured, the government agency responsible for dealing with them must be managed intelligently and with fearless honesty.



GEN. OMAR N. BRADLEY
(Courtesy, Indianapolis News)

We regret to hear that Maj. Gen. Paul R. Hawley, who has been medical director of the Veterans' Administration under Gen. Bradley, is thinking about resigning and returning to private practice.

Dr. Hawley, who was a recent visitor here in his home state of Indiana, has fought bravely to keep politics out of such matters as the location of veterans' hospitals and the selection of their staffs. The country owes him much gratitude for that and will look to his successor, if he is to have one, to continue his good fight.

Check Old Wills -

(Courtesy NEWS-BULLETIN, California Department of Veterans' Affairs.)

Veterans are advised to take a good look at wills and powers of attorney drawn up while they were in the service, and rescind those which are outdated and do not represent their current desires.

In many cases servicemen and women executed wills and had them witnessed by people who were not even casual acquaintances and who have since become widely scattered. Ten to 15 requests were received daily by the Army for help in locating witnesses. If witnesses cannot be located, wills usually cannot be admitted to court.

In many cases where a veteran executed a power of attorney giving an immediate member of the family or a friend the power to dispose of certain property owned by him, the veteran would now prefer to revoke such power of attorney and resume control of the property.

However, many of these powers of attorney are still in force and have either been forgotten or dismissed with the thought that they are no longer binding.

The legal rights of veterans owning property might be seriously impaired by the attorney-in-fact under outstanding powers of attorney if exercised after the veteran's return to civilian life.

Six rules have peen advocated by the bar associations pertinent to wills. They are:

1. Have a good will; 2. Know where it is kept; 3. Know it carries out the wishes of the executor; 4. Avoid useless guardians for minor children; 5. Have proper witnesses who are known and can be found; 6. Make sure the will will be recognized in the state where there is property.

Lest We Forget

DEPARTMENT OF VETERANS AFFAIRS

Q. I am a World War I veteran and would like to know if I am eligible for medical care and hospitalization in a Veterans Administration hospital?

A. You are eligible for hospitalization in a VA hospital if you have a service-connected disability. If your disability is nonservice-connected, you must state under oath that you are financially unable to pay for private treatment. Then you must wait until a bed is available in a VA hospital.

Q. What veterans have preference to Veterans Administration hospital beds?

A. Veterans suffering from service-connected disabilities and those requiring emergency treatment are given preference to hospital beds.

Q. Am I eligible to benefits under Public Law 16, if I was discharged for a service-connected disability before I had served 90 days in the armed forces?

A. Yes. For purposes of Public Law 16, service of 90 days in the armed forces is not required.

Q. Can you tell me what the deadline is for a disabled veteran to apply for one of the specially equipped automobiles?

A. The last date on which applications can be approved is June 30, 1948.

Q. May a veteran receiving disability compensation, receive at the same time subsistence allowance under Public Law 346?

A. Yes.

Issue Rules On Vet Reburials - - -

The State Board of Health has issued rules to county health officers governing reburial of servicemen who died and were buried in foreign countries and whose bodies are being returned to Indiana.

Five specific points were emphasized:

1. County health officers must issue a permit before reburial.

2. When the remains arrive at a destination the funeral director or person acting as such shall give to the health officer having jurisdiction the number attached to the outer box, together with the name, rank and serial number which is stenciled on the end of the outer shipping case.

3. The burial permit shall be issued on standard form V. S. 4 and shall contain the full name, rank and serial number of the deceased, according to instructions issued to health officers.

4. The place of death is to be marked as "foreign" and the cause of death is to be written as "World War II, deceased," giving the name and location of the cemetery, or burial grounds where the body is to be buried.

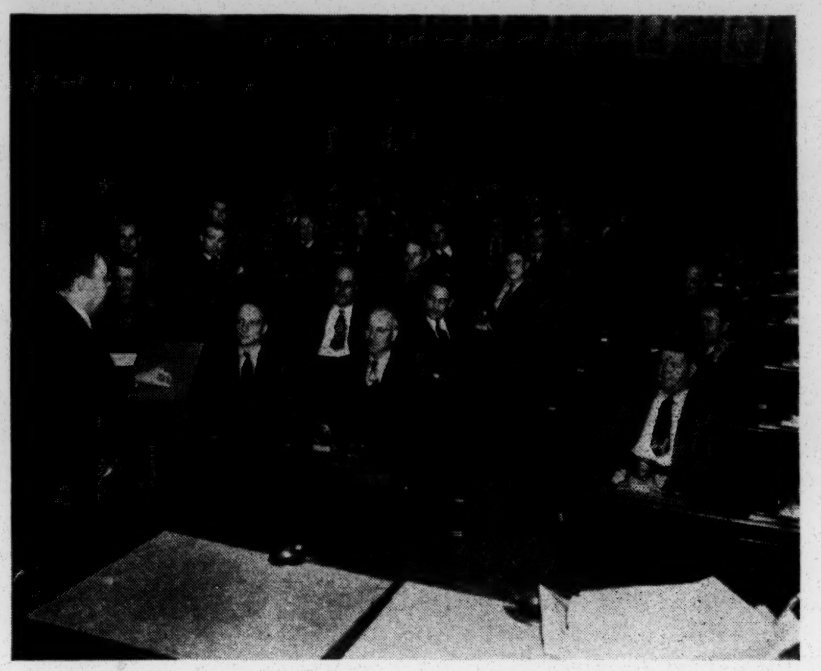
5. Any papers attached to the box may be delivered to the family of the deceased. It is necessary, however, for the health officer to keep the stub of the burial permit.

Guides Veterans Of Terre Haute - - -

Mrs. Margaret Terhorst is in charge of the Community Veterans' Center at 14 N. 7th St., Terre Haute. She is a widow of a World War I soldier.

Scenes During Third Annual Veterans' Affairs Training Course - - -

SMILING, left to right, are William C. Stalnaker, Department Director; Miss H. Kathryn Snyder, Rockport, Spencer County Veterans' Affairs Officer; and R. F. Robinson, Department Educational Director



SNAPPED while addressing one of the veterans' affairs school sessions on the subject, "Hospitalization," is Dr. E. H. Hare, Manager of the Cold Spring VA Hospital, Indianapolis.

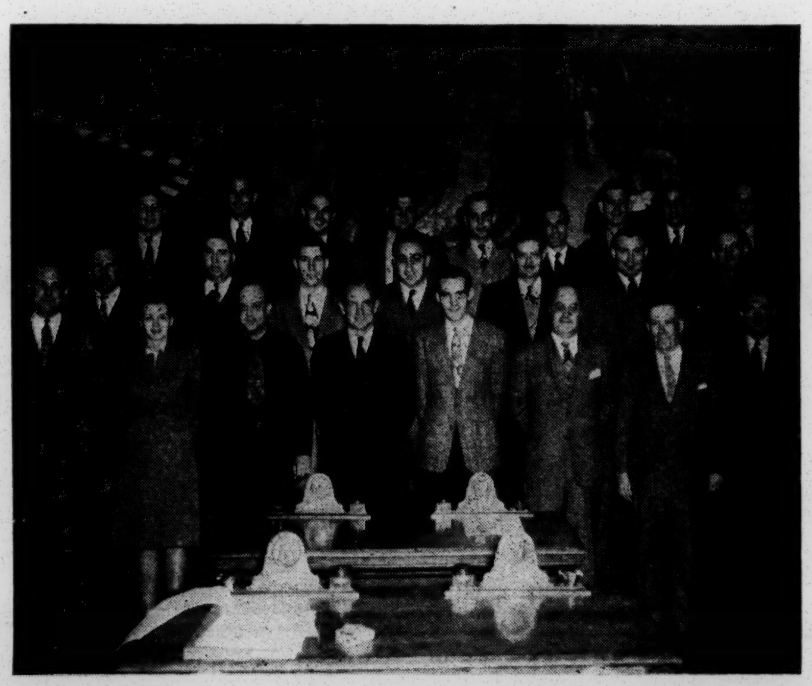
All the ins and outs of veterans' affairs were reviewed during the third annual week-long school for county and city officers held in Indianapolis, November 17 to 22, under the auspices of the State Department of Veterans' Affairs.

Federal and state laws, public relations, community responsibilities, VA policies, rehabilitation, GI training, employment, medical care, government insurance, GI loans, counselling techniques, adjudication, repatriation of war dead, on-farm training, readjustment allowances, claims—these were some of the more important topics discussed by panels of experts. City and county veterans' affairs officers participated in the discussions, and benefited from common experience as well.

Final examinations occurred Friday night and Saturday morning. A total of 40 county service officers attended all sessions, of which number 26 were new officers who had not attended prior schools and were thus required to take the certifying examinations.

All attendants came away with the feeling that they had added equipment to serve hometown veterans with the most up-to-date information and assistance. R. F. Robinson, Educational Director of the State agency, asserted that the alertness of the attending veterans' affairs officers was a key to their effective work in the home communities in behalf of war veterans and their families.

WORLD WAR I veterans among those attending were (front, l to r): Clyde A. Goodwin, Danville; Harry Garlets, Lagrange; William H. Junk, Fort Wayne; Harvey B. Stout, Carmel; G. M. Fossler, Brookville; Ralph G. Hines, Portland. (Rear row): Wayne Jewell, Clinton; R. F. Robinson, Lawrence; Homer McDaniel, Dunkirk; W. C. Stalnaker, Brazil; Ward Lanham, Indianapolis; E. R. Smith, North Vernon.



WORLD WAR II veterans present when the pictures were taken include (front row, l to r): Jack Root, Crown Point; Kathryn Snyder, Rockport; Jack Bartell, Goshen; William E. Whitsitt, Princeton; Dorwin Franklin, Portland; Ward Lanham, Indianapolis; Harvey B. Stout, Carmel; Robert Meade, Washington. (Second row:) Howard Hilles, Plymouth; Waldo Montgomery, Loogootee; Rudolph Rans, Valparaiso; John K. George, Knox; Fred Uhl, Kendallville; George Thompson, Anderson; Harry Meyer, Greenfield. (Back row:) James Fix, Williamsport; J. Frank Shively, New Castle; Basil S. Amick, Scottsburg; Hobart J. Poellein, Greencastle; William R. Huff, Tipton; Robert Hill, Rockville; Richard Giblin, Lawrenceburg; Roland Parks, Franklin; William D. Frazer, New Harmony.

Editor, INDIANA VETERANS' REVIEW
STATE OF INDIANA
DEPARTMENT OF VETERANS' AFFAIRS
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Statistical Summary Of Veterans Administration Activities

AS OF SEPTEMBER 30, 1947

Subject	Sept. 1947 (a)	Aug. 1947	July 1945
VETERAN POPULATION			
Total number of living veterans, end of month	**18,450,000**	**18,413,000**	**6,709,000**
VOCATIONAL REHABILITATION (Public Law 16)			
Total number of applications received during month	16,093	16,107	9,148
Number of applications pending advisement, end of month	28,845	28,861	12,810
Total number in training, end of month	214,266	201,218	16,003
In educational institutions (includes cooperative training)	106,761	93,086	9,650
In job training	107,505	108,132	6,353
Number who had completed or discontinued training during month	19,573	21,988	1,343
Number of veterans paid subsistence allowance for current month	189,698	197,421	(b)
EDUCATION AND TRAINING (Public Law 346)			
Total number in training, end of month	1,766,346	1,644,045	22,349
In educational institutions (c)	1,202,384	1,071,873	20,229
In job training	563,962	572,172	2,120
Number who had completed or discontinued education or training during month	277,133	351,262	3,651
DISABILITY COMPENSATION OR PENSION CASES (c)			
Number of new cases received during month	27,073	32,135	94,530
Number of new cases adjudicated during month	27,135	35,793	(e) 75,259
Number pending adjudication, end of month	94,290	94,844	107,499
Number of active cases (running awards) end of month	2,196,763	2,201,548	1,052,213
DEATH COMPENSATION OR PENSION CASES (c)			
Number pending adjudication, end of month	19,132	19,513	52,902
Number of active cases (running awards) end of month	480,357	480,357	289,243
AUTOMOBILES FOR DISABLED VETERANS			
Number of applications filed to end of month	27,831	27,362	----
Number of applicants declared eligible to end of month	18,448	18,292	----
Number of invoices for delivered conveyances certified for payment to end of month	16,772	16,214	----
NATIONAL SERVICE LIFE INSURANCE			
Number of applications pending, end of month	17,508	22,242	170,659
Number of insured lives on which payments of death claim awards were active, end of month	395,544	392,540	237,993
Number of death claims (beneficiaries) awarded during month	2,847	3,027	26,728
Number of death claims (beneficiaries) pending, end of month	13,700	13,714	27,901
Number of disability claims (waiver of premium) awarded during month	2,315	2,547	31,257
Number of disability claims (waiver of premium) pending, end of month	13,562	13,654	29,464
REQUESTS FOR PHYSICAL EXAMINATION			
Number cleared by examination during month	(b)	(a) 71,044	28,977
APPLICATIONS FOR HOSPITAL OR DOMICILIARY CARE			
Number received during month	(b)	(a) 80,100	27,980
Number disposed of during month	(b)	(a) 80,128	27,685
Number pending, eligibility not determined, end of month	(b)	(a) 11,941	4,377
VETERANS AWAITING HOSPITAL ADMISSION			
Total number, end of month	**17,057**	**17,880**	**4,329**
Number with disabilities adjudicated service-connected	40	55	169
Number with disabilities presumed service-connected on basis of prima-facie evidence	689	870	----
Number with non-service-connected disabilities	16,328	16,955	4,160
VA PATIENTS IN HOSPITALS			
Total number, last Tuesday of month	105,203	106,280	71,779
Patients in VA hospitals	**92,066**	**92,432**	**67,320**
Veterans with service-connected disabilities	30,290	30,388	22,700
Veterans with non-service-connected disabilities	60,764	60,959	43,907
Others (d)	1,012	1,085	713
VA patients in non-VA hospitals	(d) **13,137**	**13,848**	**4,459**
Veterans with service-connected disabilities	(d) 5,234	5,982	841
Veterans with non-service-connected disabilities	(d) 7,880	7,840	3,564
Others (d)	(d) 23	26	54
VA BENEFICIARIES IN VA HOMES			
Total number, last day of month	14,384	13,935	9,086

(a) Preliminary; subject to revision.
(b) Not available.
(c) World War II, World War I, and Regular Establishment.
(d) Includes non-veterans, patients temporarily hospitalized, and patients under observation.
(e) Estimated.

(Reprinted through courtesy DISABLED AMERICAN VETERANS' SEMI-MONTHLY)

DR. GUY JOHNSON
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North Carolina Labor and Industry

Monthly Bulletin of the DEPARTMENT OF LABOR, FORREST H. SHUFORD, *Commissioner*

VOL. XV RALEIGH, NORTH CAROLINA MARCH, 1948 No. 3

Apprentice Training Director Reports Progress

The State Apprenticeship Council in January approved 45 new apprentice training programs and registered agreements with 177 young North Carolinians who will enter apprenticeship in the skilled trades.

Training programs approved by the State Apprenticeship Council provide for continuous on-the-job training of apprentices in many different trades. The apprenticeship agreements usually cover training periods of three or four years, depending upon the type of trade. During that time, the apprentices receive both practical experience and related technical instruction in their chosen specialties.

According to Mr. Clarence L. Beddingfield, director of the Division of Apprenticeship Training of the Department of Labor, more than 1,750 training programs are being operated in North Carolina at present, and additional programs are being set up each month. A total of some 6,647 apprentices are being trained.

Registrations in the building trades are most numerous at present, but many apprentices are being indentured in manufacturing and service trades. Of the 6,647 apprentices now being trained, 3,651—more than half of the total—are in various building trades; 2,493 are in service trades; and 503 are in manufacturing trades.

The extensive network of apprentice training programs which has been set up in North Carolina during the last two years is the result of co-operative work between the State and Federal apprentice training services. The Apprentice Training Service of the U. S. Department of Labor is furnishing three field men to work with the State Apprenticeship Division in promoting training programs throughout the State.

Decline Noted in Certification of 'Teen Agers for Jobs

Certification of 'teen age boys and girls for gainful employment in North Carolina industries fell off sharply during January, when a total of 1,407 employment certificates were issued by welfare superintendents.

Comparison of the two months shows that 1,268 fewer certificates were issued in January than during December. A total of 2,675 minors were certified in December. Many of these were for temporary vacation and holiday work.

There were 894 boys and 513 girls in the group certified in January. Of these, 1,166 were 16 and 17 years of age and 232 were 14 and 15 years old. Nine boys aged 12 and 13 were certified for newspaper delivery service.

Among the 16 and 17-year-old minors certified, 767 took jobs in manufacturing industries, 393 went to work in mercantile and service occupations, and six went into construction work.

The 232 minors 14 and 15 years of age were certified for vacation and part-time work outside school hours.

INSPECTION DRIVE UNDER WAY IN WOOD FURNITURE INDUSTRY

Preliminary Reports Show Higher Frequency Rate

Preliminary reports on safety conditions in North Carolina's wood furniture industry show an accident frequency rate for last year somewhat higher than the 1946 rate.

Results obtained in the Labor Department's current manpower conservation drive in the furniture industry show that the portion of the industry inspected so far had a 1947 accident frequency rate of 23.61, compared with a rate of 20.44 in the year 1946.

An accident frequency rate is the number of lost-time accidents sustained by workers per million man-hours worked. The 1947 rate is based upon a sample of 27,822,864 man-hours of work secured from 124 furniture mills which employed 15,786 workers last year. These mills had 657 lost-time accidents during the year.

It is possible that reports from the remaining furniture plants, which Labor Department inspectors are now checking, will cause the 1947 rate to drop to a point no higher than the 1946 rate. However, it is equally possible that further reports will show an increase in the 23.61 rate secured so far. The plants inspected so far comprise more than a third of all the North Carolina furniture mills and account for more than half of the total employment in the industry.

The Labor Department inspectors have made a total of 606 recommendations for the improvement of plant safety and health conditions since the drive began in January.

The furniture safety drive is being conducted by the Department of Labor in co-operation with an advisory staff of 25 industrial safety engineers from various North Carolina mills. Also co-operating in the drive are the 175 North Carolina members of the Southern Furniture Manufacturers Association.

Industrial Plants Qualify for Labor Dept. Safety Awards

Thirty-eight industrial plants have qualified for the Department of Labor's Certificate of Safety Achievement by making specified improvements in their accident frequency rates during 1947.

The firms qualified by reducing their accident frequency rates by 40 per cent or more during 1947 compared with the previous year, or by maintaining rates at least 75 per cent below the State average for their industry.

Twenty-three of the establishments reduced their accident frequency rates 40 per cent or more. Three additional plants maintained rates 75 per cent below the State average.

Twelve other small plants with less than 50 employees also qualified for the Certificate of Safety Achievement. The safety certificates for the larger plants will be signed by the U. S. Secretary of Labor and the Commissioner of Labor. Those for the smaller plants will be signed by the Commissioner.

Seven small plants which qualified for the award were presented the Certificate of Safety Achievement last month. These are: Moland-Drysdale Corporation, Brickton; Roger Moore Brick and Tile Company, Columbus County; Sampson Brick Company, Roseboro; Art Upholstering Company, Lexington; Norwood Brick Company, Lillington; Ideal Brick Company, Cumberland County; and Carolina Brick Company, Lenoir County.

Federal Apprentice Director Visits State

Programs for training young people in skilled trades will be needed for a long time after the present shortage of skilled workmen has been overcome, according to Mr. William F. Patterson, director of the Apprentice Training Service of the U. S. Department of Labor.

Mr. Patterson stopped in Raleigh last month to confer with local apprenticeship officials. The apprentice director praised North Carolina's efforts in the field of apprentice training. He cited North Carolina as a State in which co-operation of State and Federal apprenticeship services has resulted in a large number of well-organized training progams.

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ALMON BARBOUR, *Editor*

Vol. XV MARCH, 1948 No. 3

State Firms Receive $1,728,980 in Government Contracts During Last Quarter

Textile and tobacco products valued at more than $1,400,000 were the principal commodities contracted for by the Federal government with North Carolina manufacturers and dealers during October, November and December.

The total value of Tar Heel products contracted for during the quarter was $1,728,980. Nationally, the value of contracts let during the period was $452,819,704. Production and supply of the contracts are subject to the provisions of the Walsh-Healey Public Contracts Act, which applies to government contracts in amounts over $10,000. By State agreement with the U. S. Department of Labor, the statute is enforced in North Carolina by the State Labor Department.

Contracts for the supply of tobacco products totaled $985,194 during the three months. Textile products amounted to $441,514. The remaining $302,272 was divided among a number of products.

Girls under 18 years of age, and boys under 16, are not permitted to work upon the production or supply of goods under government contract. The Public Contracts Act requires employers to keep on file acceptable proof of age of employed minors, which can be either a certified copy of a birth certificate, an age certificate, or—in North Carolina—an employment certificate. Employers who have doubts about the age of young job applicants should require such proof of age before the beginning of their employment as a matter of self protection.

Labor Department Boiler Inspectors inspected 834 non-insured boilers in North Carolina during 1947. A total of 4,496 operating certificates were issued.

Safety and mercantile inspectors of the Department of Labor made 12,760 recommendations for improvement of safety and health conditions in North Carolina industrial and business places which were inspected during 1947.

A total of 673 North Carolina business places were inspected to determine compliance with the Federal Wage-Hour Law during 1947. Back wages amounting to $96,430 were paid to 3,234 working people by 268 establishments as a result of these inspections. The principal violation noted was failure to pay overtime properly.

Earnings Show Decline in January

Fractional increases in hourly earnings were general throughout most North Carolina industries in January, but the workweek took a 2.2 per cent nosedive and resulted in a decline of 1.4 per cent in average earnings.

Exceptions to this trend were wholesale and retail trade and pulp and paper manufacturing, in which both weekly and hourly earnings increased with a longer workweek.

In tobacco products, the workweek dropped 7.5 per cent to 38.2 hours and weekly earnings fell 6.7 per cent, but average hourly earnings went up 1 per cent.

Textile hourly earnings remained unaffected, but the workweek decreased in all branches and weekly earnings dropped 1.7 per cent.

In North Carolina industry as a whole, hourly earnings were up 0.7 per cent over December levels to an average of slightly over $1.00. Weekly earnings were down 1.4 per cent to an average of $39.89. The workweek declined 2.2 per cent to an average of 39.7 hours.

Earnings and Hours in North Carolina Industries

PREPARED BY DIVISION OF STATISTICS

In Coöperation with Bureau of Labor Statistics, U. S. Department of Labor

January 1948 Compared with December 1947

INDUSTRY	Average Weekly Earnings	Per Cent Change	Average Hourly Earnings	Per Cent Change	Average Hrs. Per Week	Per Cent Change
ALL MANUFACTURING	$40.86	— 1.9	102.9	+ 0.3	39.7	— 2.2
Durable Goods	38.11	— 1.8	91.0	+ 0.6	41.9	— 2.3
Nondurable Goods	41.36	— 1.9	105.2	+ 0.3	39.3	— 2.2
Durable Goods						
Iron and Steel and Their Products	$44.44	— 5.3	106.0	+ 0.5	41.9	— 5.8
Electrical Machinery	39.50	— 1.1	98.3	+ 0.3	40.2	— 1.2
Machinery (except electrical)	46.35	+ 0.2	105.0	+ 0.8	44.1	— 0.7
Lumber and Timber Basic Products	34.60	— 1.8	79.2	+ 0.3	43.7	— 2.0
Logging Camps and Sawmills	33.91	— 3.4	78.3	— 0.4	43.3	— 2.9
Planing and Plywood	35.58	+ 0.3	80.4	+ 1.0	44.2	— 0.7
Furniture & Finished Lumber Products	37.32	— 1.4	89.6	+ 1.1	41.7	— 2.3
Household Furn., Matt. & Bedspgs	37.33	— 1.5	89.7	+ 0.7	41.6	— 2.1
Wooden Containers	30.69	— 4.8	73.0	+ 1.0	42.1	— 5.6
Stone, Clay and Glass Products	34.01	— 5.3	84.5	— 1.5	40.2	— 3.8
Other Durable Goods*	45.44	+ 0.1	110.9	+ 0.7	41.0	— 0.5
Nondurable Goods						
Textile Mill Products	$41.36	— 1.7	105.6	no ch.	39.1	— 1.8
Cotton Textile Mills	41.64	— 1.2	105.5	no ch.	39.5	— 1.3
Rayon and Silk Textile Mills	48.34	— 1.4	110.7	+ 0.5	43.7	— 1.8
Woolen and Worsted Textile Mills	41.16	— 8.2	101.0	— 2.3	40.8	— 6.0
Knitting Mills	39.19	— 1.9	105.8	+ 0.7	37.1	— 2.4
Full-fashion Hosiery	45.42	— 3.4	121.8	+ 0.5	37.3	— 3.9
Seamless Hosiery	33.24	— 1.3	93.2	+ 0.8	35.7	— 1.9
Fin., Sp. & Ct. Textiles (except w&w)	41.44	— 4.2	106.7	— 1.7	38.8	— 2.8
Apparel and Other Finished Products	31.26	— 3.0	85.7	+ 1.9	36.5	— 4.7
Food and Kindred Products	33.97	+ 0.4	81.9	+ 1.4	41.5	— 1.0
Dairy Products	37.85	+ 1.1	88.9	+ 2.4	42.6	— 1.2
Bakery Products	33.81	— 1.7	83.9	— 1.1	40.3	— 0.5
Beverage Products	36.60	+ 4.7	79.9	+ 6.1	45.8	— 1.3
Tobacco Manufactures	41.74	— 6.7	109.4	+ 1.0	38.2	— 7.5
Cigarettes	44.16	— 6.4	113.5	+ 1.0	38.9	— 7.4
Paper and Allied Products	57.51	+ 1.1	129.7	+ 1.3	44.3	— 0.4
Pulp, Paper and Paperboard Mills	60.89	+ 1.7	135.7	+ 1.1	44.9	+ 0.7
Printing, Publishing and Allied Prods	49.97	— 5.3	126.5	— 0.4	39.5	— 5.0
Chemicals and Allied Products	39.50	— 0.2	96.0	+ 1.0	41.1	— 0.5
Other Nondurable Goods†	39.84	— 1.1	95.9	— 0.3	41.6	— 0.7
Nonmanufacturing						
TOTAL	$33.01	+ 0.2	83.2	+ 2.2	39.7	— 2.0
Retail	28.03	+ 5.9	71.3	+ 1.4	39.3	+ 4.5
Wholesale	48.01	+ 3.3	106.3	+ 2.9	45.2	+ 0.4
Laundries and Dry Cleaning	23.65	— 1.5	53.0	+ 0.6	44.6	— 2.2
Nonmetallic Mining and Quarries	31.79	— 8.1	80.2	— 1.7	39.6	— 6.6
Trans., Com. and Other Public Utilities	42.13	— 0.3	102.9	— 0.3	40.9	— 0.2
Hotels	20.21	— 1.9	43.4	+ 3.1	46.5	— 4.9
Stemmeries and Redrying Plants	29.17	— 6.2	81.4	+ 2.9	35.8	— 8.9
Insurance and Security Brokerage	48.59	— 1.6	No hours reported.			
TOTAL ALL MFG. AND NONMFG	$39.89	— 1.4	100.5	+ 0.7	39.7	— 2.2

* Includes transportation (except autos); automobiles and auto equipment; nonferrous metals and their products.

† Includes leather and leather products; rubber products, and miscellaneous manufacturing industries.

× Less than 0.1%.

DIVISION OF STANDARDS AND INSPECTION

State Law Inspections

A total of 919 manufacturing, mercantile, service and mining establishments employing 23,681 working people were inspected to determine compliance with the North Carolina Labor Laws and safety and health regulations during January.

The inspections revealed 1,235 infractions of the laws and regulations. At the same time, the inspectors noted compliance with previous and current recommendations in 707 instances.

The violations reported and compliances noted during January were as follows:

	Violations	*Compliances*
Hour Law	22	20
Child Labor	399	230
Time Records	32	24
Drinking Facilities	12	3
Sanitation	102	35
Seats	1	2
Safety	267	80
First Aid	15	12
Other	385	301

Violations of the child labor and maximum hour laws were alleged in five complaint cases investigated by inspectors during January. Immediate compliance was secured in four cases in which the violations were substantiated. In the other case, the alleged violations were not substantiated.

Three complaints alleging violations of safety and health regulations were investigated and violations were found. Recommendations to correct these were made in two cases. In the third case the violation had been corrected voluntarily prior to the inspector's visit to the plant.

Wage-Hour Inspections

Twenty-six establishments engaged in interstate commerce or in the production of goods for interstate commerce were inspected during January to determine compliance with the Federal Wage-Hour Law.

Violations of the overtime provision (which requires time and a half pay after 40 hours a week) were found in nine of the places inspected. Violations of the overtime provision and the minimum wage provision (40 cents an hour) were found in three additional establishments. The remaining 14 establishments were in compliance with the Wage-Hour Law, except for record-keeping violations. Three of the plants inspected were keeping the required records.

A total of $3,504.53 in back wages was paid to 133 employees by 18 establishments during January. The back wage payments were made as the result of inspections which disclosed wage and hour violations.

The Labor Department Elevator Inspector made 253 tests and inspections of new elevator installations during 1947. He also made 174 inspections of existing elevators and 74 compliance inspections.

Industries Gain 1,900 Workers in January

Employment Shows An Increase of 2.2 Per Cent in Year

Employment in North Carolina manufacturing industries increased 2.2 per cent in the year from January 1947 to January 1948.

The industries showed total employment of approximately 382,200 workers in January this year, compared with 373,900 a year ago—a net gain of some 8,300 over the year.

Employment showed a modest increase in January, with a net gain of about 1,900 workers. The largest increases took place in lumber and timber products which, together with furniture and finished lumber products, gained some 1,700 employees over the month. Second was the textile industry, the various branches of which gained a total of about 900 workers during January. Slight employment declines in a number of smaller industries offset the gains in textiles and wood products to some extent.

Durable goods industries, including iron and steel, electrical and non-electrical machinery, lumber and timber products, furniture and finished lumber products, stone, clay and glass products, and other industries, showed a net gain of 1,400 employees during the month. Employment in these industries jumped from 85,500 in January 1947 to 92,100 in January 1948, an increase of 7.7 per cent.

Nondurable goods industries, including all textiles, apparel, food products, tobacco, paper, printing and publishing, chemicals and other industries, showed a gain of only about 500 employees during January. These industries gained 1,700 employees over the year from January 1947 to January 1948, an increase of 0.6 per cent. Employment increased from 288,400 in January a year ago to 290,100 in January this year.

ESTIMATED MANUFACTURING EMPLOYMENT IN NORTH CAROLINA

PREPARED BY DIVISION OF STATISTICS

In Coöperation with Bureau of Labor Statistics, U. S. Department of Labor

January 1948 Compared with December 1947 and January 1947

(In Thousands of Employees)

INDUSTRY	Jan. » 1948	Dec. 1947	Jan. 1947	Net Change From Dec. 1947 to Jan. 1948	Per Cent Chg. From Dec. 1947 to Jan. 1948	Per Cent Chg. From Jan. 1947 to Jan. 1948
ALL MANUFACTURING*	382.2	380.3	373.9	+ 1.9	+ 0.5	+ 2.2
Durable Goods	92.1	90.7	85.5	+ 1.4	+ 1.5	+ 7.7
Nondurable Goods	290.1	289.6	288.4	+ 0.5	+ 0.2	+ 0.6
Durable Goods						
Iron and Steel and Their Products	3.0	3.0	3.2	.....	.....	— 6.3
Machinery (except electrical)	4.5	4.6	4.5	— 0.1	— 2.2	.....
Electrical Machinery	6.6	6.7	5.2	— 0.1	— 1.5	+ 26.9
Lumber and Timber Basic Products	37.9	37.0	35.7	+ 0.9	+ 2.4	+ 6.2
Logging Camps and Sawmills	31.2	30.5	29.4	+ 0.7	+ 2.3	+ 6.1
Planing and Plywood	6.7	6.6	6.4	+ 0.1	+ 1.5	+ 4.7
Furn. and Finished Lumber Prods.	32.3	31.5	29.8	+ 0.8	+ 2.5	+ 8.4
Household Furn., Matt. & Bedspgs.	24.8	24.2	22.2	+ 0.6	+ 2.5	+ 11.7
Wooden Containers	2.8	2.8	3.3	.....	.....	— 15.2
Stone, Clay and Glass Products	5.0	5.0	4.5	.....	.....	+ 11.1
Other Durable Goods†	2.8	2.9	2.6	— 0.1	— 3.4	+ 7.7
Nondurable Goods						
Textile Mill Products	224.2	223.3	221.9	+ 0.9	+ 0.4	+ 1.0
Cotton Textile Mills	142.8	142.5	141.3	+ 0.3	+ 0.2	+ 1.1
Rayon and Silk Textile Mills	16.8	16.5	16.1	+ 0.3	+ 1.8	+ 4.3
Woolen and Worsted Textile Mills	4.7	4.9	5.1	— 0.2	— 4.1	— 7.8
Knitting Mills	49.3	48.8	48.9	+ 0.5	+ 1.0	+ 0.8
Fin., Sp. & Ct. Tex. (except w&w)	5.6	5.7	5.7	— 0.1	— 1.8	— 1.8
Apparel and Other Finished Prods.	8.2	8.3	8.2	— 0.1	— 1.2	.....
Food and Kindred Products	16.6	16.9	16.3	— 0.3	— 1.8	+ 1.8
Dairy Products	2.1	2.2	2.5	— 0.1	— 4.5	— 16.0
Bakery Products	5.5	5.6	5.0	— 0.1	— 1.8	+ 10.0
Beverage Industries	3.2	3.2	2.8	.....	.....	+ 14.3
Tobacco Manufactures	15.4	15.6	15.8	— 0.2	— 1.3	— 2.5
Cigarettes	12.5	12.7	12.3	— 0.2	— 1.6	+ 1.6
Paper and Allied Products	7.3	7.3	7.5	.....	.....	— 2.7
Pulp, Paper and Paperboard Mills	6.1	5.9	6.0	+ 0.2	+ 3.4	+ 1.7
Printing, Publishing & Allied Inds.	5.1	5.1	4.7	.....	.....	+ 8.5
Chemicals and Allied Products	10.5	10.3	11.0	+ 0.2	+ 1.9	— 4.5
Other Nondurable Goods‡	2.8	2.8	3.0	.....	.....	— 6.7

* Estimates include all full-time and part-time wage and salary workers who were employed during the period nearest the fifteenth of the month.

† Includes automobiles and auto equipment; nonferrous metals and their products; transportation equipment (except auto).

‡ Includes leather and leather products; rubber products, and miscellaneous manufacturing industries.

» Preliminary.

January Building Permits Valued at $5,967,277

Permits for 911 building projects estimated to cost $5,967,277 were issued during January by public officials in 75 North Carolina cities and towns.

The number of permits issued, which was 173 fewer than in December 1947, reflected a seasonal decline in new construction activity. The total estimated costs were $1,299,903 below the December figure.

Residential Building

Residential construction work accounted for 667 of the permits issued in January. These projects had a total estimated valuation of $4,064,746, of which $2,776,269 was the estimated cost of 481 new houses and apartment buildings and $1,288,477 was the cost of 186 addition, alteration and repair jobs on residential buildings. There were 435 permits issued for new one-family dwellings, 42 for duplexes, and four for apartment buildings and other residential structures.

The 481 new residential buildings, when completed, will provide housing for 537 families. The average estimated construction cost of a one-family dwelling, according to the figures given by prospective builders, was $5,285.

Nonresidential Building

A total of 244 permits were issued for nonresidential building during January, with a total estimated valuation of $1,902,531. Of these, 175 were for new buildings at a cost of $1,179,775 and 69 were for addition, alteration and repair jobs at a cost of $722,756.

Nonresidential buildings authorized during the month included 68 stores, 28 factories and workshops, 37 private and 13 commercial garages, 6 churches, 6 service stations, one institutional building, one office building, one public utility building, and 14 unclassified structures.

The 26 North Carolina cities of more than 10,000 population accounted for $5,094,887 of the January construction total and for 734 of the permits issued. The remaining 177 permits and $872,390 construction cost were reported by 49 towns of less than 10,000 population.

Greensboro led the cities in value of permits issued in January, rolling up a total of $1,425,810. Charlotte was second with $900,695. Raleigh was third with $715,085.

Expensive

North Carolina employers who failed to comply with the child labor provisions of the Federal Public Contracts Act paid a total of $20,560 in liquidated damages to the Federal government during the period from September 28, 1936 to December 31, 1947.

The Public Contracts Act requires employers to keep on file acceptable proof of age of employed minors, which can be either a certified copy of a birth certificate, an age certificate, or—in North Carolina—an employment certificate. The Act provides a fine of $10 a day in liquidated damages for each minor knowingly employed in violation of the law, and each day of such illegal employment constitutes a separate offense.

Girls under 18 years of age, and boys under 16, are not permitted to work upon the production or supply of goods under government contract.

Type of January Building Construction in 26 Reporting Cities

TYPE OF BLDG.	Bldgs. for Which Permits Were Issued	
New Housekeeping Dwellings:	**No.**	**Cost**
Single-family structures	340	$1,863,489
Two-family structures	40	345,200
Five or more family structures	1	45,000
Other nonhousekeeping residential structures	1	32,500
TOTAL	382	$2,286,189
New Nonresidential Buildings:		
Churches	5	$ 124,500
Factories, bakeries, ice plants, laundries and other workshops	21	218,080
Garages, commercial	7	130,000
Garages, private	27	13,555
Gasoline and service stations	3	46,500
Institutional buildings	1	34,000
Office buildings, including banks	1	1,500
Public works and utilities	1	80,000
Sheds, poultry houses, contractors' temporary offices, stables, barns, etc.	1	200
Stores & other mercantile bldgs.	49	186,600
All other nonresidential	12	6,955
TOTAL	128	$ 841,890
Additions, Alterations, Repairs:		
To housekeeping dwellings	116	$ 99,313
Nonhousekeeping dwellings	46	1,160,549
Nonresidential buildings	62	706,946
TOTAL	224	$1,966,808

SUMMARY OF BUILDING CONSTRUCTION WORK IN 26 IDENTICAL CITIES JANUARY 1947 AND JANUARY 1948

KIND OF CONSTRUCTION	NUMBER OF BUILDINGS			ESTIMATED COST		
	Jan. 1947	Jan. 1948	Percent. Change	Jan. 1947	Jan. 1948	Percent. Change
TOTAL	858	734	—14.5	$3,027,730	$5,094,887	+ 68.3
Residential buildings	371	382	+ 3.0	1,788,550	2,286,189	+ 27.8
Nonresidential buildings	171	128	—25.1	690,753	841,890	+ 21.9
Additions, alterations & repairs	316	224	—29.1	548,427	1,966,808	+258.6

SUMMARY OF BUILDING CONSTRUCTION WORK IN 26 IDENTICAL CITIES DECEMBER 1947 AND JANUARY 1948

KIND OF CONSTRUCTION	NUMBER OF BUILDINGS			ESTIMATED COST		
	Dec. 1947	Jan. 1948	Percent. Change	Dec. 1947	Jan. 1948	Percent. Change
TOTAL	877	734	—16.3	$6,124,165	$5,094,887	— 16.8
Residential buildings	455	382	—16.0	4,195,253	2,286,189	— 45.5
Nonresidential buildings	150	128	—14.7	1,585,407	841,890	— 46.9
Additions, alterations & repairs	272	224	—17.6	343,505	1,966,808	+472.6

SUMMARY OF JANUARY 1948 BUILDING CONSTRUCTION WORK IN 26 IDENTICAL CITIES OF NORTH CAROLINA

Total of January 1947 Included for Comparison

CITY	No. of Buildings	Private Construction	NEW RESIDENTIAL BUILDINGS Estimated Cost		No. Families		New Nonresidential Buildings		Additions, Alterations and Repairs		Estimated Cost of All Construction Work	
			Jan. 1947	Jan. 1948	Jan. 1947	Jan. 1948	Jan. 1947	Jan. 1948	Jan. 1947	Jan. 1948	Jan. 1947	Jan. 1948
TOTAL	734		$1,788,550	$2,286,189	393	432	$ 690,753	$ 841,890	$ 548,427	$1,966,808	$3,027,730	$5,094,887
103. Asheville	29		73,250	54,544	16	12	4,950	115,350	12,745	4,496	90,945	174,390
108. Burlington	72		80,850	214,200	21	44	11,808	54,555	15,150	10,150	107,808	278,905
113. Charlotte	102		282,600	319,400	47	51	48,875	73,625	86,647	507,670	418,122	900,695
117. Concord	*		*	*	*	*	*	*	*	*	*	*
120. Durham	61		130,850	217,000	23	36	3,550	73,250	77,075	166,840	211.475	457,090
123. Elizabeth City	18		5,200	31,800	2	7	7,300	56,280	1,500	950	14,000	89,030
125. Fayetteville	*		57,900	*	26	*	31,550	*	10,475	*	99,925	*
128. Gastonia	10		26,000	10,000	9	6	25,000	10,000		2,000	51,000	22,000
130. Goldsboro	4		23,100	15,000	7	2	7,800	3,000	18,500	500	49,400	18,500
133. Greensboro	61		192,000	183,700	46	36	67,835	163,980	38,735	1,078,130	298,570	1,425,810
134. Greenville	6		77,500	20,300	16	4		7,700	13,900		91,400	28,000
141. Hickory	13			30,000		7	74,500	10,000	28,937	2,500	103,437	42,500
142. High Point	55		64,000	100,500	17	14	45,920	142,100	37,970	100,166	147,890	342,766
146. Kinston	5		7,500	4,700	3	2	38,500	8,000		1,600	46,000	14,300
150. Lexington	15		16,900	25,800	6	8	1,400	7,550	19,200	9,000	37,500	42,350
162. New Bern	*		*	*	*	*	*	*	*	*	*	*
169. Raleigh	110		380,700	674,385	65	129	14,865	39,800	20,200	900	415,765	715,085
171. Reidsville	3		37,500	6,700	7	3	6,650				44,150	6,700
175. Rocky Mount	17		63,050	49,500	21	10	107,050	19,450	10,500	3,000	180,600	71,950
177. Salisbury	15		9,000	28,500	4	9	6,000	250	15,750	1,650	30,750	30,400
180. Shelby	*		18,000	*	5	*		*	1,500	*	19,500	*
187. Statesville	13		17,000	52,900	6	10	4,900	8,100			21,900	61,000
190. Thomasville	3		2,500	7,000	1	2	750	4,000			3,250	11,000
196. Wilmington	*		26,000	*	4	*	18,000	*	73,823	*	117,823	*
197. Wilson	16		109,800	61,400	19	15	8,400	800		1,150	118,200	63,350
198. Winston-Salem	106		87,350	178,860	22	25	155,150	44,100	65,820	76,106	308,320	299,066

*No report received.

AMERICAN COUNCIL ON RACE RELATIONS

32 WEST RANDOLPH STREET CHICAGO 1 PHONE CENTRAL 3066

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Secretary

April 26, 1948

MEMORANDUM

TO: National Agencies in Race Relations

FROM: National Association of Intergroup Relations Officials

IN RE: Enclosed release

The attached memorandum was prepared by the American Council on Race Relations at the request of the National Association of Intergroup Relations Officials. A committee of the National Association of Intergroup Relations Officials worked with the staff of the American Council on Race Relations in the development of this memorandum.

A widespread need has been recognized in local communities for simple description and interpretation of the restrictive covenant cases reviewed by the Supreme Court. Of equal importance is the need on the part of state and local agencies for a plan of suggested action to meet the several contingencies which arise from the decisions of the Supreme Court.

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S. E. REGIONAL FIELD OFFICE
AMERICAN VETERANS COMMITTEE
63 Auburn Avenue, N. E.
Atlanta, Georgia

May 26, 1948

Dear You All:

Enclosed is a copy of findings made and recommendations passed at the Regional Convention just held in Jacksonville, Florida.

At first glance you may think that it was "just another convention dedicated to passing resolutions but nothing else." Well, it was anything but that -- there was a minimum of speakers and a maximum of organizational effort. In fact, at least one-half of our time on the floor was devoted to organizational policy, techniques, and chapter activities with an emphasis on getting memberships and renewals.

I ask that you pay particular attention to the recommendations on organization. Please read and re-read them. Without compromising AVC principles in the slightest way, we hope to turn into a mass organization in the South. We must pay particular attention to the need for servicing Negro veterans in this region, and have therefore decided to set up as many chapters as possible in small Southern communities and rural areas. In many cases it will be impossible to attract white veterans, therefore we are preparing to establish chapters whose membership will be predominantly Negro veterans. The door will always be open to interested white veterans to join AVC.

I would like to hear from all chapters regarding the program -- particularly those chapters which were not represented at the convention.

Fraternally yours,

Jim Crawford

Jim Crawford
S.E. Regional Field Secretary, AVC

JMC:clk

P.S. Recommendations are presented in the following order: Organization; National and International Affairs; Civil Rights; Housing; Agriculture; Veterans Affairs; Education.

FINDINGS AND RECOMMENDATIONS
of the
S. E. REGIONAL CONVENTION, AVC
Jacksonville, Florida, May 15-16, 1948

ORGANIZATION

1. We recommend that, in organizing AVC chapters in the Southeastern Region, emphasis be placed on service to Negro veterans as a recruiting and organizational medium. We further recommend that AVC adhere to its policy of forming chapters made up of both white and Negro veterans whenever and wherever possible. At the present time, it is difficult or impossible to form such chapters in some localities because of problems peculiar to small Southern communities. If the forming of chapters with both races represented is found impossible after exhaustive efforts have been made (a report should be filed demonstrating this and outlining the efforts made), chapters made up of Negro veterans should be organized. A clear understanding must be insured to the effect that white veterans desiring to join such chapters will be accepted and that each such chapter will be the only chapter chartered in its community. These chapters should be based on the prime function of securing services for Negro veterans.

2. We recommend that Women's Auxiliary groups concentrate their efforts on veterans' service activities. In AVC chapters where the W.A. does not exist, we urge the organization of auxiliaries on the basis of veterans' services and parallel activities.

3. College chapters.

a) We wish to call to the attention of the National Planning Committee that the student movement has always been a militant, aggressive movement. AVC is not appealing to the student movement because college chapters have not been assigned militant, aggressive programs. These chapters, therefore, cannot compete with an aggressive movement such as the third party for the interest, time, or activity of student leaders. We suggest that the college chapters emphasize

such issues and subjects as Universal Military Training, regional colleges, and the admittance of Negroes to graduate schools.

b) We wish to call to the attention of the national office the form dated May 10, 1948, which deals with student members who are leaving school. We request that a revised form should include a space for permanent address. (The present form specifies only the present or college address.) We ask further that lists of these permanent addresses be forwarded to the appropriate regional offices.

4. We believe that the constitution of the AVC should be changed to include the State of Louisiana in the S.E. Region. We urge that the National Planning Committee place this item on the agenda for the next national convention.

5. We ask the Regional Chairman to work out an arrangement with the national organization for servicing chapters in Virginia and Kentucky. We further ask that the Regional Chairman make every attempt to have Virginia and Kentucky removed from AVC's Southeastern Region.

FINDINGS AND RECOMMENDATIONS
of the
S. E. REGIONAL CONVENTION, AVC
Jacksonville, Florida, May 15-16, 1948

NATIONAL AND INTERNATIONAL AFFAIRS

National

1. We reaffirm recent national AVC statements concerning tidelands oil, inflation, and minimum wages.

2. We recommend that Congressional approval be given immediately for the U.S. to join the World Health Organization.

3. We urge that the committee appointed by the President to set up ten-year legislative goals for the health of the nation include in its definition of "health" the physical, mental, and economic welfare of the people.

4. We oppose the Mundt-Nixon Bill. Our American way of life has reached its present stage of development through free competition of ideas. The Mundt-Nixon Subversive Control Act is an attempt to enslave the minds of the people and their organizations through intimidation and fear. The infamous record of the House Un-American Activities Committee, which fathered the subject bill, is proof of the fact that irresponsible and uncontrolled interpretation of the terms "subversive" and "Un-American" by a governmental body with ill-defined powers menaces our democratic way of life. The phrase "advocating the overthrow of the American form of government", as used in this bill, can be twisted into a basis for criminal action against any individual or any group which may disagree with one or more of the policies of the present or future administrations. We hereby urge and petition both houses of Congress to defeat the proposed Mundt-Nixon Subversive Control Act of 1948 and any similar measure that may come before them.

5. We recommend reinstatement of the appropriation for expansion of Southern Rural Electrification through TVA, including the steam generator appropriation.

National Affairs, continued

6. We recommend reinstatement of the original plans for flood control on the Sewanee, the Tennessee, and other Southern rivers.

International

1. We recommend that U. S. foreign policy be based on democratic principles rather than on military expediency. The U.S. supports reactionary regimes in several instances in Europe, Asia, and South America as militarily expedient measures. By so doing, democracy has been eliminated as a choice for the peoples of these continents, leaving their choice only between communism and fascism. We insist that the peoples of other nations have the freedom to choose democracy, rather than fascism or communism.

2. Universal military training is, and has always been, repugnant to the people of the U.S. Further, we reaffirm our opposition to any measure including the principles of universal military training.

3. We recommend that the Congress of the U.S. immediately set the number of men required for the defense of this country. Further, that immediate adoption of the Doolittle Report be taken as a basis for reforming the present armed services in order to make the services attractive for voluntary enlistment to meet the quota.

4. Proposed peace conference. The fullest development of our democratic way of life can be achieved only under conditions of the most peaceful relationships with all other countries in the world. Fear of war and the expenditures of huge sums of money in preparation for war have prevented any but the most meagre measures for the betterment of the education, health, housing, and general welfare of our people. The present relationship, referred to as the "cold war", now existing between the two most powerful nations on earth, the United States and the Soviet Union, is causing the whole world to be drawn into two distinct, distrusting, and conflicting orbits. These same two great nations, acting in unity and cooperation, were able to inflict an overwhelming

defeat on the greatest aggregation of anti-democratic armed might that the world has ever seen. We strongly urge that the government of the U.S., and specifically the State Department, take every possible step to encourage the procedure initiated by the current exchange of notes between our government and the Soviet Union regarding the amicable settlement of our present differences and the establishment of more friendly relations. We believe that, in these days of atomic and biological warfare, no country can afford to brand any note, message, or other diplomatic approach from another power, dealing with any steps for the furtherance of peace or more amicable relations, as "suspicious" or "unworthy of attention" until there has been the fullest possible effort made to utilize such commitments in the interest of peace.

5. State of Israel. The State of Israel has declared its independence as a free democratic nation in accordance with the decision of the United Nations in its adoption of the Partition Plan of November 29, 1947. The new Jewish state is being attacked by invading armies of the Arab League, and the authority of the UN is being threatened. We therefore commend the President of the United States for his action in giving official recognition to the State of Israel. We urge that the President immediately lift the arms embargo placed upon the shipment of arms to the Middle East. We further urge that the Security Council of the United Nations immediately recognize the declaration of war by Egypt and the other Arab nations as acts of aggression to be dealt with by the full authority of the United States and all other civilized nations of the world. In order to curb this aggression, an embargo should be placed on military supplies and other moral and material assistance to the Arab nations.

FINDINGS AND RECOMMENDATIONS
of the
S. E. REGIONAL CONVENTION, AVC
Jacksonville, Florida, May 15-16, 1948

CIVIL RIGHTS

We recognize the fact that the pervasive gap between democracy and what we actually have is creating a kind of moral dry rot which eats away at the emotional and rational basis of democratic ideals.

We believe that racial and religious prejudices menace the growth and unity of the people in the Southland, and that prejudice is the greatest burden of the South. We reaffirm our opposition to "Jim Crow" laws and all other forms of racial discrimination by all individuals, by private businesses, by labor unions, and other associations and governmental agencies operating in the Southland.

We maintain that the Southern Governors, state and local officials, and responsible citizens have not only the authority to remove racial and religious discrimination from our lives, but the responsibility to instill a sense of "belonging" to each individual in the Southland.

We further believe that the dignity and freedom of the individual are the foundation of democracy, and every act which violates the dignity or denies the freedom of the individual is subversive of democratic principles. We favor man's rights over state's rights. In keeping with this basic precept, we recommend

1. The abolition of poll tax and white primary laws, the Boswell Amendment, and other legal devices which deny persons the right to vote because of race, creed, or color. Moreover, we maintain that it is the responsibility of state and local officials to use all precautionary measures to avoid racial intimidation of minority groups and violence prior to, during, and after elections.

2. The passage of such legislation by federal, state, and local governments as will guarantee to all individuals the right to safety and security of person.

3. The enactment of legislation to guarantee fair employment practices and provide equal job opportunities. We believe that the ineffective use of human resources cuts down the size of markets and the productivity of employees.

4. The abolition of all state laws and local ordinances which require groups, both organized and unorganized, and individuals to segregate themselves. We believe it to be the privilege of all groups and individuals sponsoring public or private meetings, conferences, and other activities to determine whether or not segregation will be maintained. State governments should establish sections within their

Department of Justice to challenge the constitutionality of city and other ordinances requiring segregation, and the federal government should establish a section within the Department of Justice to test the constitutionality of state laws requiring segregation.

5. The enactment of federal and state legislation forbidding the segregation of persons in taxis, busses, trains, airplanes, and other means of public conveyance because of race, creed or color.

6. The reorganization of the civil rights section of the U. S. Department of Justice to provide for the establishment of regional offices.For this purpose there should be a substantial increase in appropriations and staff to enable it to engage in adequate research and to act more effectively to prevent civil rights violations.

7. The establishment of a permanent commission on civil rights in the executive office of the President of the United States.

8. The establishment by the states of permanent commissions on civil rights to parallel at the state level the work of the proposed federal commission.

9. That AVC chapters promote meetings, discussion groups, and other educational programs designed to create a climate of public opinion within our communities favorable to civil and human rights.

FINDINGS AND RECOMMENDATIONS
of the
S. E. REGIONAL CONVENTION, AVC
Jacksonville, Florida, May 15-16, 1948

HOUSING

Adequate housing, within the financial means of all veterans and citizens, remains a primary domestic problem, particularly in the Southeast where average income has not kept pace with average costs of living.

1. We recommend that AVC take vigorous action to secure complete passage of the Taft-Ellender-Wagner Housing Bill, now before the U. S. House of Representatives. We urge that during the next four weeks each chapter and member of the S.E. Region of AVC bring pressure to bear on their particular congressmen to force passage of this bill. No satisfactory legislation has been adopted by the Congress or by any Southeastern state to provide the necessary financial resources, incentives, or controls essential to assure an over-all housing program, and we believe no other legislation proposed would establish so effective a program as the TEW Bill.

2. We urge passage of further legislation embodying the principle of co-operative housing projects for veterans, with substantial federal aid and guarantees.

3. We recommend modernization of building codes and practice of community planning by state and local governments. This would assist in providing more housing through use of new materials and methods, and assure sound construction.

4. The Housing and Rent Act of 1948 provides for changing the personnel of local rent control boards, and it is essential that members of these boards truly represent the interests of the group for whom they were appointed (i.e. tenants, landlords, public interest). We urge AVC chapters to survey their local boards and be vigilant in securing the appointment of personnel who actually represent the designated interests for which they were chosen.

HOUSING, continued

5. To speed the building of adequate housing, we recommend

a) that industry stress production of newer, better, less expensive materials.

b) that contractors, architects, and lending agencies charge lower percentage fees for lower-cost housing.

c) that labor abandon restrictive practices which increase costs through non-acceptance (without penalties) of new materials and methods.

d) that labor cooperate in increasing the number of apprentices for the building trades.

6. Retention of zoning practices, with respect to types of structures and establishments, which would sensibly establish harmony and equity, taking into consideration the needs and circumstances in each locality.

7. We ask help for veterans in judging prospective homes. We urge that all possible circulation be given to the principles and information set forth in the Atlanta Area Chapter's series, "Is It Worth It?"

8. In order to implement the Supreme Court's recent ruling on restrictive covenants, we recommend that AVC urge the several state and local legislative bodies to observe the ruling of the Supreme Court "to the letter" in all such cases.

9. We recommend that the S.E. Region set up a special committee, the purpose of which will be to study the practice of restrictive covenants with a view to making recommendations for alleviating housing conditions, especially in the S.E. Region.

10. We recommend that the NPC strongly urge that all chapters study the housing situations in their respective communities and insist that all chapters include reports on the same in their monthly chapter activity reports.

FINDINGS AND RECOMMENDATIONS
of the
S. E. REGIONAL CONVENTION, AVC
Jacksonville, Florida, May 15-16, 1948

AGRICULTURE

1. The nation's farmers have astounded the world with the abundance of their production. The continuance of this effort is the hope of the world and is necessary to assure the successful rehabilitation of war devastated countries throughout the world.

2. Government support of farm incomes should be limited to periods when consumer buying power is low. Government assistance should be through the encouragement of higher consumption of farm products by means of special programs, such as school lunch programs, and stamp plans.

3. The gap between the nation's ability to market products and the ability of farmers to produce them must be closed. Therefore we urge full appropriation by Congress of funds for marketing research as authorized under the Hope-Flanagan Agricultural Research and Marketing Act of 1946.

4. We recommend that the "Soil Conservation and Domestic Allotment Act" be continued and expanded so that its policy on good farming practices can be more widely applied. We commend the work of the Soil Conservation Service.

5. We believe that cooperatives should be fostered and encouraged as a matter of public policy. We oppose a special tax on dividends of cooperatives.

6. We favor the enactment of liberal credit practices and other legislation to foster family farm ownership.

7. We urge the state governments in the Southeast to recognize the absolute necessity for training 1,600,000 people who are at present being displaced from cotton production by mechanization. The "GI Bill" (Public Laws 346 and 16) affords financial resources to carry on a program of non-institutional vocational training in the rural areas, but it is up to the local State Departments of Education to establish such schools before the "GI Bill" can be utilized by the rural veterans. We urge the states to act immediately in establishing vocational

schools, and to make funds available with which non-veterans may receive similar training to that of veterans under the "GI Bill."

8. We urge Congress to strengthen institutional on-the-farm training by giving sufficient funds to the Veterans Administration for proper supervision of institutional on-the-farm training.

9. We ask the federal government to reopen the migratory farm labor camps and hospitals.

10. We recommend that migratory labor camp communities, privately owned and operated, be subject to the same regulations of health, education, and general welfare as are other communities in the state.

11. We recommend that present rural electrification legislation be retained without crippling amendments.

FINDINGS AND RECOMMENDATIONS
of the
S. E. REGIONAL CONVENTION, AVC
Jacksonville, Florida, May 15-16, 1948

VETERANS AFFAIRS

We believe it is the duty of our Southeastern Southern states to render every assistance possible to each man or woman physically disabled in service in the armed forces of the U.S. and to the immediate families of those who made the supreme sacrifice in defense of our country.

We further believe that this assistance should include adequate medical, financial, and other benefits and aids.

We further believe our Southeastern group of Southern states should be actively interested in a program of rehabilitation and reintegration of the veteran into his community and state.

1. Education and Training.

a) We recommend extension of the federal on-the-job-training program with added vigilance against abuses, and specifically the strengthening of standards for approval of training establishments and courses so that the veteran may receive adequate training in jobs with sound futures. We urge the elimination of courses which are in reality subsidies to employers and which provide them with cheap labor at government expense.

b) We recommend the raising of the income ceilings to $300 per month for single veterans, $325 per month for married veterans without children and $10 a month for each child for married veterans with children. We also recommend the elimination of the two-year limitation for non-apprenticeship on-the-job-training program.

2. Medical Program.

a) We recommend elimination of restrictions on all medical and hospital personnel so that at least no available licensed personnel will be barred from employment by the VA Medical Department.

b) We recommend an additional appropriation by Congress to meet the increased cost of hospital construction and maintenance. We also recommend that

out-patient treatment for non-service connected disability in VA hospitals be authorized. At present only those veterans with service connected disabilities are entitled to out-patient treatment. This policy has worked an undue hardship on many veterans who are unable to pay for private treatment.

3. Veterans Administration.

We recommend that the VA make available more beds in VA hospitals within the Southeastern states. An insufficient number of beds has worked an undue hardship on veterans needing immediate medical care. Additional appropriations to cover this expense should be demanded, particularly as the need for more beds in VA hospitals throughout this region has become critical.

4. States Action.

a) We recommend that the states employ more Negro representatives for administrative work in state unemployment and state service offices.

b) We recommend that the states within our region carry on an orientation program to acquaint veterans with their rights and benefits under existing state and federal laws.

c) We recommend a state law to assist veterans in obtaining loans for business purposes by setting up a program whereby veterans can borrow up to $3000 for six years at a maximum interest of 4% on the unpaid balance. The bank or lending institution which lends the money could choose between the two arrangements for protection of its investment: the state will guarantee 90% of each individual loan or 20% of a total sum which the lending institution elects to set aside for the program.

5. Pensions.

We recommend that congressional action be requested to obtain additional compensation to veterans' dependents while the veterans are hospitalized for service connected disabilities. The maximum compensation to the dependents during the period of hospitalization should be $100 per month or a portion thereof,

providing the continuous period of hospitalization is for more than 30 days.

6. Insurance.

On account of non payment of premiums veterans have permitted National Service Life Insurance to lapse, to the detriment of those veterans and their families and dependents. We recommend that legislation be adopted by the Congress amending the internal revenue laws to permit all payments made to the government for NSLI premiums to be non-taxable items. This would encourage reinstatement and continuation of National Service Life Insurance by the greatest number of veterans, particularly among those in the low income brackets.

7. Terminal Leave Pay.

We urge the removal of any deadline for applying for terminal leave pay benefits by the War Department.

8. Loan Guaranty.

a) We recommend the elimination by Congress of the status of the so-called "Supervised Lenders" and putting of all lending institutions on the same basis as "Non-supervised Lenders."

b) We recommend the revision of the Servicemen's Readjustment Act to provide VA with more authority to act against builders and lenders who do not comply with the rules and regulations.

9. Miscellaneous.

We urge the removal of Section 11 of Public Law 866 which denies a veteran the right of appeal to the courts for pension claims. We recommend the establishment of a separate administrative organization outside of the VA to adjudicate these claims.

10. Southern Negro Veteran Survey.

The Negro veteran in the South has not been adequately serviced by local, state, and regional veterans agencies, and the Negro veteran has therefore been deprived of most of the benefits of existing veterans' legislation. The AVC recognizes as one of its major functions the guarantee of fair and equal treatment

of all veterans. Therefore this Convention recommends that the major project of the S.E. Region of AVC be a scientific survey to establish the exact status of the Negro veteran in the region. We recommend that the S.E. Regional Chairman enlist the cooperation of such organizations as the Council of Social Agencies, the Southern Regional Council, the Urban League, and others equipped to assist in the execution of this project. We urge that the National Planning Committee of AVC set aside a portion of the AVC Civil Rights Fund for this project, and that they conduct a specific drive to raise funds for it.

11. Veterans' Handbook.

This Convention is agreed that AVC's organizational activity in the S.E. shall be directed toward forming new chapters to push for increased services to all veterans. Therefore, we recommend that a handbook be prepared, outlining in clear, simple language the rights, services, and benefits to which veterans are entitled and for the securing of which they are organizing into chapters.

FINDINGS AND RECOMMENDATIONS
of the
S. E. REGIONAL CONVENTION, AVC
Jacksonville, Florida, May 15-16, 1948

EDUCATION

1. Some political and educational leaders have suggested that regional colleges be formed in the Southeast. The present movement to further this aim is based on maintaining segregation in education in evasion of Supreme Court rulings. This Convention specifically opposes the establishment of segregated regional schools.

2. The Supreme Court has ruled in the Sipuel case that qualified individuals, regardless of race or creed, should be admitted to institutions for graduate and professional training within the state boundaries. Moreover, segregation in education is undemocratic and economically unsound. This Convention favors the admission of Negro students into any private or public college or university without discrimination, and the admission of white students to Negro educational institutions.

3. The educational facilities of the Southeast have long been inferior to those in other parts of the country -- the Army General Classification Test scores reveal that the relative performance of Southeastern and Northeastern men tested was white N.E., Negro N.E., white S.E., Negro S.E. -- and one of the contributing factors to this situation is the extremely low schedule of teachers' salaries in the Southeast. This Convention recommends that the minimum salary for teachers be set at $2400 per year.

4. Since the Southeast has a large percentage of the nation's children and a small percentage of the nation's income, we urge immediate passage of the federal aid to education bill now pending in Congress.

5. This Convention urges the establishment of adequate vocational training institutions to prepare the youth of the South for an increasingly industrialized society.

Reports Control
Symbol A-5

VETERANS ADMINISTRATION WASHINGTON 25, D. C.

Information Service EX. 4120 Br. 2441

IMMEDIATE RELEASE IMMEDIATE RELEASE

STATISTICAL SUMMARY OF VA ACTIVITIES
May 31, 1948

Subject	May 1948 a/	Apr 1948	Jul 1945
VETERAN POPULATION			
1. Living veterans, end of month	18,750,000	18,744,000	6,709,000
2. Living World War II veterans, end of month	14,898,000	14,887,000	2,685,000
3. Living veterans of other wars and Regular Establishment, end of month b/	3,852,000	3,857,000	4,024,000
VOCATIONAL REHABILITATION (Public Law 16)			
4. Applications received during month	10,952	13,276	9,148
5. Applications pending advisement, end of month	22,830	24,529	12,810
6. Veterans in training, end of month	249,960	252,386	16,003
7. School training	121,071	123,974	c/ 9,650
8. Institutional on-farm training	30,097	28,150	c/
9. Job training	98,792	100,262	6,353
10. Veterans who had completed or discontinued training during month	19,716	17,302	1,343
11. Veterans paid subsistence allowance for current mo. e/	270,040	269,291	d/
EDUCATION AND TRAINING (Public Law 346)			
12. Applications received during month	113,911	124,244	14,131
13. Applications pending, eligibility not determined, end of month	10,176	10,423	7,107
14. Veterans in training, end of month	2,333,766	2,450,925	22,349
15. School training	1,632,780	1,751,940	c/ 20,229
16. Institutional on-farm training	253,823	242,477	c/
17. Job training	447,163	456,508	2,120
18. Veterans who had completed or discontinued education or training during month	286,781	207,645	3,651
19. Veterans paid subsistence allowance for current mo. e/	2,056,076	2,069,088	d/
GUARANTY OF LOANS			
20. Loans approved for guaranty thru 25th of month	1,353,042	1,320,975	f/ 15,249
21. Home loans	1,212,696	1,183,407	f/ 13,947
22. Farm loans	45,631	44,588	f/ 331
23. Business loans	94,715	92,980	f/ 971
24. Amount of loans approved for guaranty thru 25th of month (thousands of dollars)	$7,441,814	$7,282,195	d/
25. Amount of guaranty and insurance of loans approved thru 25th of month (thousands of dollars)	$3,500,478	$3,421,776	f/ $24,094
26. Loans paid in full thru 25th of month	59,161	54,768	d/
27. Paid claims on defaulted loans thru 25th of month	5,034	4,610	d/
28. Net amount of claims paid on defaulted loans thru 25th of month (thousands of dollars)	$6,064	$5,451	d/
READJUSTMENT ALLOWANCES			
29. Initial unemployment claims filed during week ending last Saturday of month	55,814	63,199	g/ 10,000
30. Continued unemployment claims filed during week ending last Saturday of month	389,692	521,862	g/ 49,000
31. Self-employment claims filed during month	h/ 113,584	j/ 103,255	13,211
32. Amount of unemployment allowances paid during four weeks ending last Saturday of month (thousands of dollars)	$33,299	$43,508	$3,523
33. Amount of self-employment allowances paid during month (thousands of dollars)	h/ $9,887	j/ $9,519	$1,210
DISABILITY COMPENSATION OR PENSIONS - ALL WARS			
34. New cases received during month	21,177	25,982	94,793
35. New cases adjudicated during month	24,787	27,907	g/ 75,467
36. New cases pending adjudication, end of month	75,078	79,160	108,175
37. Active cases (running awards), end of month	2,288,548	2,290,616	1,181,114

a/ Preliminary; subject to revision.
b/ Includes only former Regular Establishment members on VA pension or compensation rolls.
c/ "School training" includes "Institutional on-farm" training.
d/ Not available.
e/ Subsistence allowances are not payable to veterans in training who are taking correspondence courses only, or less than one quarter of a full-time school course, or whose monthly earnings are in excess of the established ceilings.
f/ As of July 28, 1945.
g/ Estimated.
h/ Data for April 1948.
j/ Data for March 1948.

STATISTICAL SUMMARY OF VA ACTIVITIES (Contd)

Subject	May 1948 a/	Apr 1948	Jul 1945
DEATH COMPENSATION OR PENSIONS - ALL WARS			
38. New claims received during month	8,643	9,389	21,004
39. New claims adjudicated during month	8,298	9,008	28,282
40. New claims pending adjudication, end of month	31,580	31,472	76,051
41. Active cases (running awards), end of month	600,543	598,109	388,615
AUTOMOBILES FOR DISABLED VETERANS			
42. Applications filed thru end of month	31,838	31,362	-
43. Applicants declared eligible thru end of month	20,665	20,333	-
44. Invoices for delivered conveyances certified for payment thru end of month	19,498	19,163	-
NATIONAL SERVICE LIFE INSURANCE			
45. Applications pending, end of month	34,106	34,045	170,659
46. Insured lives on which payments of death claim awards were active, end of month	403,536	402,738	237,993
47. Death claims (beneficiaries) awarded during month	2,037	2,054	26,728
48. Death claims (beneficiaries) pending, end of month	9,457	9,468	27,901
49. Disability claims (waiver of premium) awarded during month	2,018	2,672	31,257
50. Disability claims (waiver of premium) pending, end of month	7,244	7,537	29,464
REQUESTS FOR PHYSICAL EXAMINATION			
51. Cleared by examination during month	b/ 96,785	c/ 93,702	28,997
APPLICATIONS FOR HOSPITAL OR DOMICILIARY CARE			
52. Received during month	b/ 76,993	c/ 83,537	27,980
53. Disposed of during month	b/ 81,773	c/ 87,685	27,685
54. Pending, eligibility not determined, end of month	b/ 9,827	c/ 11,065	4,377
VETERANS AWAITING HOSPITAL ADMISSION			
55. Total, end of month	20,051	20,814	4,329
56. Disabilities adjudicated service-connected	73	65	169
57. Disabilities presumed service-connected on basis of prima-facie evidence	100	120	-
58. Disabilities adjudicated nonservice-connected	19,878	20,629	4,160
VA PATIENTS IN HOSPITALS			
59. Total, end of month	106,089	106,258	71,713
60. In VA hospitals	93,314	93,271	67,391
61. Veterans with service-connected disabilities	30,700	30,705	23,015
62. Veterans with nonservice-connected disabilities	61,401	61,386	43,662
63. Others d/	1,213	1,180	714
64. In non-VA hospitals	12,775	12,987	4,322
65. Veterans with service-connected disabilities	5,225	5,321	836
66. Veterans with nonservice-connected disabilities	7,499	7,633	3,454
67. Others d/	51	33	32
VA BENEFICIARIES IN VA HOMES			
68. Total, end of month	14,120	14,289	9,099
NEW HOSPITAL CONSTRUCTION PROGRAM			
69. New hospitals completed thru end of month	2	2	0
70. New hospitals in progress, end of month	e/ 89	e/ 89	21
71. Construction contracts awarded	26	26	1
72. Design completed but construction contracts not awarded	2	2	1
73. Design in progress	58	58	0
74. Design not started	e/ 3	e/ 3	19
SITE ACQUISITIONS FOR NEW HOSPITALS			
75. Total required thru end of month	e/ 90	e/ 90	19
76. Sites acquired	e/ 61	e/ 58	1
77. Specific sites approved by the President but sites not acquired	22	24	13
78. Specific sites in process of selection	7	8	5
HOSPITAL ADDITION AND CONVERSION PROGRAM			
79. Additions and conversions completed thru end of month	31	31	0
80. Additions and conversions in progress, end of month	f/ 17	f/ 17	36
81. Construction contracts awarded	5	5	28
82. Design completed but construction contracts not awarded	3	3	2
83. Design in progress	f/ 6	f/ 6	1
84. Design not started	3	3	5

a/ Preliminary; subject to revision.
b/ Data as of April 1948.
c/ Data as of March 1948.
d/ Includes non-veterans, patients temporarily hospitalized, and patients under observation.
e/ Includes new hospital at Topeka, Kansas for which funds have been authorized for site only.
f/ Includes Jefferson Barracks, Mo., and Minneapolis, Minn.

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VETERANS ADMINISTRATION
Information Service
EX. 4120 Br. 300
Washington 25, D.C

RELEASE - July 12, 1948
/For Educational, Veterans Publications

Colleges and universities attracted nearly 60 percent of the World War II veterans who were enrolled in educational institutions under the G.I. Bill and Public Law 16 on June 1, Veterans Administration said.

The remaining 40 percent were taking courses in high schools, trade schools and other educational institutions below the college level.

On June 1, a total of 1,632,780 veterans were training in educational institutions under the G.I. Bill. Of these, 962,297, or 59 percent, were in colleges and universities.

At the same time, 121,071 disabled veterans were in school under Public Law 16. College students numbered 82,623, or 68 percent of the Public Law 16 trainees.

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DIST: SP-7, 34.

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VETERANS ADMINISTRATION
Information Service
EX. 4120 Br. 300
Washington 25, D.C.

RELEASE - July 9, 1948
For Veterans Publications

Veterans Administration administered more than 14,300,000 G.I. Bill benefits to World War II veterans by June 1, 1948--three weeks before the fourth anniversary of the Servicemen's Readjustment Act (G.I. Bill).

The Act became effective June 22, 1944.

The number of benefits administered to the end of May, 1948, nearly equaled the nation's total of 14,800,000 World War II veterans. However, many veterans have received more than one benefit, while thousands of others have not applied for any.

By June 1, over 7,900,000 veterans had obtained readjustment allowances for unemployment and self-employment; more than 5,000,000 received education and training, and 1,353,000 bought homes, farms and businesses with the help of Government-guaranteed and insured loans.

A total of 389,692 World War II veterans were receiving readjustment allowances for unemployment, and 113,584 were on the self-employment allowance rolls, at the end of May, 1948.

At the same time, 2,333,766 veterans were in training under the G.I. Bill. Of these, 1,632,780 were in school; 253,823, in institutional on-farm training courses; and 447,163 were training on-the-job.

Of the total of 1,353,042 G.I. loans obtained by veterans, about 90 percent, or 1,212,696, were for homes, Another 94,715 were for businesses, and 45,631 for farms.

(More)

In addition to administering training programs under the G.I. Bill, VA provides disabled veterans with training under the Vocational Rehabilitation Act (Public Law 16). Since the law went into effect on March 24, 1943, more than 425,000 handicapped veterans entered training in schools, on farms and on-the-job.

During the four years since the G.I. Bill was enacted, VA records disclose that veterans, their dependents, beneficiaries and representatives made over 50,000,000 visits to VA offices to obtain information about their rights and benefits, and to receive assistance in applying for benefits.

An additional 3,000,000 received information from itinerant contact representatives traveling through small towns and agricultural areas.

In the same four-year period, VA contact personnel gave information by telephone more than 23,000,000 times.

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DIST: SP-7, 9, 10, 13, 34.

HIGHER EDUCATION AND NATIONAL AFFAIRS

Issued by
AMERICAN COUNCIL ON EDUCATION
WASHINGTON, D. C.

Bulletin No. 129 July 30, 1948

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Southern Regional Conf.

PROSPECTIVE COLLEGE ENROLLMENTS

The American Council on Education has received numerous requests for any information that would throw light upon the question of the probable size of college enrollment for the coming year. Among the factors that may be regarded as having a bearing upon this question are: Number of high school graduates this year as compared to last year; number of high school graduates this year as compared to last year who will probably apply for college admission; number of college graduates this year as compared to last year; probable number of veterans who will be in college this year as compared to last year.

To obtain information on the number of high school graduates and their college intention, requests transmitting copies of a question blank developed for the purpose were sent to 156 public school superintendents and high school principals. As it was realized that most high school principals would probably be away during the summer vacation, the great majority of these requests went to superintendents, with the hope that they might have information in the central office for answering the questions or might be able to get in touch with their high school principals. In some large cities the reports include only some of the high schools, in others all high schools are included. The 156 requests yielded 118 responses or a 75-percent return. A blank for securing information from colleges was sent to 205 college registrars. There were received 164 responses or an 80-percent return. No follow-up requests were made. Below are listed the questions included on each form.

High Schools

1. The approximate number who graduated in the school year 1946-47?
2. Estimated number of these graduated who applied for college admission last year.

3. The approximate number who graduated in the school year 1947-48?
4. Estimated number of these graduates who will apply for college admission this year?

Colleges

1. Approximate number of graduates (all degrees) in the school year 1946-47?
2. Estimated number of these graduates who were veterans?

3. Approximate number of graduates (all degrees) in the school year 1947-48?
4. Estimated number of these graduates who were veterans?

5. As compared to this time last year do you estimate that the number of applications for admission now received by your institution is approximately: The Same? Smaller? Larger?

(Numbers refer to questions on Page 1)

HIGH SCHOOLS

States	Number of High Schools	1	2	3	4
Alabama	1	534	218	469	210
California	3	1,826	975	1,890	961
Connecticut	8	3,411	1,082	3,476	1,107
Georgia	1	2,010	563	1,575	621
Illinois	45	21,464	8,572	21,348	8,431
Indiana	2	2,716	1,305	2,732	1,380
Iowa	5	1,631	447	1,517	450
Kansas	2	1,151	491	1,479	478
Maine	2	581	208	531	174
Maryland	50	7,140	2,278	7,373	2,333
Massachusetts	3	2,305	539	2,514	526
Michigan	3	2,128	863	2,117	722
Minnesota	9	4,368	1,450	4,801	1,600
Mississippi	1	370	180	370	225
Missouri	12	4,145	1,562	4,160	1,165
Montana	1	350	70	340	70
Nebraska	4	1,408	628	1,433	620
New Jersey	7	3,681	806	3,631	857
New York	11	3,485	1,177	3,272	1,250
North Carolina	2	389	231	380	240
Ohio	5	2,789	712	2,568	665
Oregon	10	4,032	497	3,960	580
Pennsylvania	25	7,665	2,331	13,237	3,434
Rhode Island	1	1,093	658	1,122	687
South Carolina	2	322	166	43	12
South Dakota	1	193	50	253	70
Tennessee	13	2,189	708	2,593	744
Texas	17	5,083	2,810	5,060	2,875
Utah	1	675	385	626	344
Vermont	1	192	75	175	60
Virginia	1	835	330	917	330
Washington	7	2,620	966	2,792	788
Wisconsin	17	4,259	1,603	4,302	1,742
TOTAL	273	97,040	34,936	103,056	35,751

(Numbers refer to questions on Page 1)

COLLEGES

States	Number of Colleges	1	2	3	4	5 Same	5 Smaller	5 Larger
Alabama	4	1,363	531	1,728	87	2	2	
Arizona	2	711	282	1,012	485	1		1
Arkansas	2	736	40	1.106	50	1		1
California	5	10,405	1,922	3,952	2,837		1*	3*
Colorado	3	2,413	1,441	3,443	2,015	1	1	1
Connecticut	3	2,583	1,404	3,299	1,393	1	2	
Delaware	2	169	77	352	154		2	
D. C.	3	1,395	1,023	3,567	2,439	3		
Florida	2	1,204	550	1,442	758			2
Georgia	5	2,631	1,604	4,159	2,854	3	2	
Illinois	5	8,978	3,297	13,038	6,413	1	3	
Indiana	6	2,861	1,066	3,896	2,111	1	2	2
Iowa	6	4,053	1,876	5,495	2,663	2		4
Kansas	4	1,372	719	1,930	1,218	3	1	
Kentucky	4	1,248	482	1,772	805	1	1	2
Maine	3	874	502	1,124	671	1	2	
Maryland	5	1,735	737	2,357	1,082	4		1
Mass.	5	5,237	3,292	6,728	4,427		1	4
Michigan	6	7,771	4,056	10,504	5,846	3	2	1
Minnesota	5	4,552	2,063	7,063	4,158	3	1	1
Miss.	2	788	422	851	483	1		1
Missouri	4	2,803	432	4,755	792	2	1	1
Montana	2	554	60	759	435	1		1
Nebraska	3	1,410	364	2,100	893	2	1	
Nevada	1	130	66	212	127	1		
New Hampshire	2	1,489	1,062	1,489	1,006	1		1
New Jersey	1	949	433	1,575	900		1	
New Mexico	2	404	211	600	315	2		
New York	5	8,787	4,426	12,715	6,680	2	2	1
N. Carolina	5	3,563	1,623	3,778	2,086	3	2	
N. Dakota	2	433	224	673	382	1	1	
Ohio	4	1,677	611	2,257	1,039	2	2	
Oklahoma	3	2,415	1,381	3,769	2,431	2	1	
Oregon	4	2,166	1,276	2,669	1,583	3	1	
Pennsylvania	9	6,567	3,086	9,180	4,888	2	4	3
Rhode Island	1	588	342	793	440	1		
S. Carolina	2	590	125	1,000	345		2	
S. Dakota	2	357	199	519	312	1	1	
Tennessee	4	1,345	676	2,011	1,180	3		1
Texas	6	2,523	1,147	4,398	2,711	1	1	4
Utah	2	1,227	500	1,769	914	1		1
Vermont	2	468	224	489	236	2		
Virginia	8	3,080	2,078	4,434	2,966	6	2	
Washington	2	2,410	791	3,588	1,477	1	1	
Wisconsin	5	4,408	1,988	6,191	3,149	1	3	1
Wyoming	1	352	123	504	215	1		
TOTAL	164	113,774	50,834	151,045	80,451	74	49	38

*It is to be understood that on some reports not all questions were answered.

The 118 reports received from school superintendents and high school principals covered 273 high schools, mostly large high schools. The data reported show: Graduates in 1946-47 numbered 97,040; graduates in 1947-48 numbered 103,056, which is a 6-percent increase. The estimated number applying for college admission in 1946-47 is 34,936; this estimated number for 1947-48 is 35,751, which represents an increase of 2.3 percent.

The college returns show: Total graduates in 1946-47 numbered 113,774; total graduates in 1947-48 numbered 151,045, which represents a 33-percent increase. The number for the veterans included in these data is 50,834 for 1946-47 and 80,451 for the year 1947-48, which represents an increase of 58 percent. The request for comparative statements on the number of applications for college admission received in 1947 and in 1948 (based largely on the first three weeks in July) resulted in the following figures: Same 74; smaller 49; larger 38.

With further reference to veterans' enrollment the following received as a special report from the Veterans Administration under date of June 24, 1948, with permission to use it, is submitted: "Reports from field offices showed 1,235,761 veterans in college training under these programs at the end of November 1947 and 1,141,488 veterans in college training under these programs at the end of April 1948. In August 1947 this office prepared a forecast of the number of veterans that were expected to be enrolled in training in schools of higher learning. These estimates were prepared for budgetary and administrative purposes and have not yet been published. At that time, it was estimated that slightly less than a million veterans would be in training in schools of higher learning in the fall of 1948 and spring of 1949 and that two-thirds as many would be enrolled during the fall of 1949 and spring of 1950. Your attention is invited to the fact that recent legislation increasing the subsistence allowance payable to college trainees may have some effect on the forecast figures cited above."

This report shows a drop of 8 percent in veterans' enrollment from the end of November 1947 to the end of April 1948. The August 1947 estimate provides for a drop in the fall of 1948 of approximately 11 percent from the April 1948 enrollment figure.

Summary and Conclusion

Based upon the information received for schools included in this study, for the period 1946-47 and 1947-48, the number of college graduates increased more rapidly than did the number of high school graduates, the percentages being, respectively 33 and 6. This slack may be taken up, however, by applications holding over from last year. The estimated number of high school graduates applying for college admission and the estimated number of applications received by colleges seems to be rather comparable and indicate little change in freshman enrollments in the fall 1948. The forecast for veterans is a decreased enrollment for the fall of 1948. Two factors, however, which have not been considered in this study and which cannot now be estimated in any accurate way, namely, the effect of the increased allowance to GI's going to school and the effect of the operation of the Selective Service, may modify the findings reported in this study. However, the total situation seems to warrant an opinion to the effect that college enrollment, as a national figure, for the fall of 1948 will not differ greatly from the enrollment in the fall of 1947. Increases and decreases in enrollment in individual institutions are indicated by the study. Some of these variations, as shown by written in statements on the college blanks, may be rather significant in a few institutions. These variations, however, are probably not altogether unusual in any year.

VETERANS ADMINISTRATION
Information Service
EX. 4120 Br. 300
Washington 25, D.C.

RELEASE - September 10, 1948
For Veterans Publications

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SEP 10 1948
Southern Regional Council

F I L L E R S

Veterans' applications for G.I. loans during July dropped to 26,798, the smallest number received in any month since January, 1946, Veterans Administration said.

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Nearly 1,410,000 World War II veterans borrowed more than $7.7 billion under the G.I. Bill for homes, farms and businesses by August 1, Veterans Administration disclosed.

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A total of 81,688 veterans have used up all their training benefits under the G.I. Bill and Public Law 16, a Veterans Administration report for August 1 revealed.

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More than 1,100,000 World War II veterans were in summer school under the G.I. Bill and Public Law 16 on August 1, Veterans Administration said.

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About 30 percent of patients in Veterans Administration hospitals take part in athletic activities with permission from their physicians.

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Veterans Administration supply depots handled nearly 11,000,000 pounds of supplies and equipment during July, consisting mainly of food for hospitals and homes.

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(More)

Veterans on Veterans Administration compensation and pension rolls on August 1 included 43 who served in the Civil War; 698, the Indian Wars; 106,164, the Spanish-American War; 448,228, World War I; 43,317, the Regular Establishments, and 1,678,861, World War II.

-END-

DIST: SP-8, 9, 10, 13, 16, 34.

VETERANS ADMINISTRATION
Information Service
Washington 25, D.C.
EX. 4120 Br. 2014

September 23, 1948

RECEIVED
SEP 27 1948
Southern Regional Council

WORLD WAR I FACT SHEET

This FACT SHEET describes all major benefits that VA administers for World War I veterans, their dependents and beneficiaries. The intent of this FACT SHEET is to list the benefits available and the basic eligibility requirements for obtaining the benefits. More detailed information may be obtained from any VA office.

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MEDICAL AND DOMICILIARY BENEFITS

Most World War I veterans discharged or separated under conditions other than dishonorable, are entitled to care in VA hospitals or homes.

Admissions are made on the following priority basis:

First--Emergency cases.

Second--Those suffering from injuries or diseases incurred in or made worse by wartime service.

Third--Those who swear they are unable to pay hospital charges for nonservice-connected disabilities or illnesses. These veterans, if not in the emergency category, must wait until a bed becomes available.

For eligible World War I veterans, who require a prolonged stay in a home, rather than in a hospital, VA operates a number of domiciliary homes. Admittance to these is on the same priority basis as for VA hospitals.

Emergency patients may be taken directly to the nearest VA hospital or home. If possible, the veteran or someone acting for him or her, should communicate with VA by telephone or telegraph. In all other cases, the veteran, his nearest relative, guardian or representative, should fill in the proper form for hospital care. These forms are available at any VA office.

If admission to a VA hospital or home has been approved, government transportation may be provided as follows:

1. Hospitals--To the hospital and, upon completion of treatment in service-connected cases, to his or her home. This service may be provided for nonservice-connected cases if they are unable to pay for the transportation.

2. Homes--To a VA domiciliary home for the first admission and from the home, upon approval of the VA.

Outpatient treatment (visits to VA hospitals, clinics or approved private physicians) is available to eligible World War I veterans who do not require hospitalization, but who do need medical care from time to time. Each veteran's eligibility must be determined by VA before treatment of this type can be authorized.

Certain prosthetic appliances (artificial legs, arms, eyes, etc.) are available, at government expense, to eligible World War I veterans.

Free medical examinations will be given veterans filing compensation claims. Veterans desiring to reinstate their United States Government Life Insurance may receive a physical examination free of charge at any VA clinic.

DISABILITY COMPENSATION

A veteran disabled by injury or disease incurred in, or aggravated by, service during World War I may qualify for disability compensation. He must have been discharged under conditions other than dishonorable.

Monthly rates range from $13.80 to $138, depending on the degree of disability, plus statutory awards for amputations, blindness, etc., up to a maximum of $360. Veterans rated 60 percent or more disabled receive additional sums for dependents.

DISABILITY PENSION

A World War I veteran who becomes permanently and totally disabled for reasons not traceable to his service in the armed forces may be entitled to pension. He must have been discharged under conditions other than dishonorable after a minimum of 90 days service, or else discharged for disability. The veteran is disqualified if his income exceeds $1,000 per year if he is single, or $2,500 if he is married or has a minor child.

The monthly rate is $60, which is increased to $72 after 10 years or when the veteran reaches age 65.

DEATH COMPENSATION

The widow, children and dependent parents of a deceased World War I veteran whose death was due to service may qualify for death compensation. A widow loses her entitlement if she remarries. The child loses its entitlement, normally, upon reaching age 18.

Monthly amounts vary according to the number and relationship of the dependents. Examples are: widow, no children, $75; one child alone, no widow, $58; one parent, $60.

DEATH PENSION

The widow and children of a deceased World War I veteran who died of causes not due to service, in most cases are

entitled to death pension benefits. The widow is disqualified if her annual income exceeds $1,000, or $2,500 if she has a child or children. A child is ineligible if his or her income exceeds $1,000 per year. A widow loses her entitlement upon remarriage, and children normally become ineligible when they reach age 18.

A widow alone receives $42 per month, with additional allowances for children. Where there is no widow, a single child is entitled to $21.60, with added amounts for more children.

U. S. GOVERNMENT LIFE INSURANCE

A veteran of World War I who served at any time from October 6, 1917, to July 2, 1921, still is eligible to apply for up to $10,000 of U. S. Government Life Insurance, whether or not he took out such insurance while in service or has since let it lapse.

He may get term insurance or any of six permanent plans available--ordinary life, 20-payment life, 30-payment life, 20-year endowment, 30-year endowment, and endowment at age 62. No one may hold at any one time more than $10,000 worth of government insurance, including National Service Life (WW II) Insurance.

The veteran must furnish a completed report of a physical examination, which will be given without charge at any VA regional office or hospital.

SPECIAL HOMES FOR PARAPLEGICS

A veteran of war or peacetime service with a permanent-total, service-connected disability due to a spinal cord disease or injury, which results in paralysis of the legs and lower part of the body, may qualify for Federal aid to acquire a home specially designed for wheel chair living.

Eligible veterans will receive a Federal grant of not more than 50 percent of the cost of the home or a maximum of $10,000 with which to buy or build a new home, or to remodel an existing home for their requirements.

The grant also may be used to pay off the indebtedness on such a special home already acquired by an eligible veteran.

Application for the grant may be made at any VA office.

GUARDIANSHIP SERVICE

Incompetent World War I veterans, their minor dependents and incompetent beneficiaries are entitled to protection of their estates derived from benefits paid by the Veterans Administration under Acts of Congress.

Such protection is provided by the Chief Attorneys of VA Regional Offices, in accord with the state and federal laws and VA regulations, acting under the direction and supervision of the Guardianship Service. They maintain supervision over guardians appointed by state (probate and county) courts, as well as legal custodians recognized by VA in their respective jurisdictions.

BURIAL BENEFITS

Funeral expenses, up to $150, will be paid by the government in the death of any World War I veteran discharged under conditions other than dishonorable.

Additional costs, covering transportation, will be allowed if the veteran dies in a VA hospital or domiciliary home, or while hospitalized at the expense of VA, or while in transit to or from a VA hospital, home or regional office at the expense of VA.

All claims must be filed, at the nearest VA office, within two years from the date of permanent burial. These allowances are payable only to undertakers or to reimburse the person who paid the funeral expenses.

A United States flag with which to drape the casket, and to be kept by the next-of-kin, will be furnished upon application to any county seat post office, other post office designated by VA, or VA field station.

# # #

DIST: Entire SP List

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OCT 25 1948

Reports Control
Symbol A-5

VETERANS ADMINISTRATION WASHINGTON 25, D. C.

Information Service EX. 4120 Br. 2441

IMMEDIATE RELEASE IMMEDIATE RELEASE

STATISTICAL SUMMARY OF VA ACTIVITIES
September 30, 1948

Subject	Sep 1948 a/	Aug 1948	Jul 1945
VETERAN POPULATION			
1. Living veterans, end of month	18,801,000	18,787,000	6,709,000
2. Living World War II veterans, end of month	14,973,000	14,953,000	2,685,000
3. Living veterans of other wars and Regular Establishment, end of month b/	3,828,000	3,834,000	4,024,000
VOCATIONAL REHABILITATION (Public Law 16)			
4. Applications received during month	10,857	12,308	9,148
5. Applications pending advisement, end of month	18,947	20,483	12,810
6. Veterans in training, end of month	201,905	201,321	16,003
7. School training	77,402	74,539	c/ 9,650
8. Institutional on-farm training	34,654	33,947	c/
9. Job training	89,849	92,835	6,353
10. Veterans who had completed or discontinued training during month	25,213	29,764	1,343
11. Veterans paid subsistence allowance for current mo. d/	228,928	236,415	e/
EDUCATION AND TRAINING (Public Law 346)			
12. Applications received during month	74,645	99,993	14,131
13. Applications pending, eligibility not determined, end of month	34,196	12,641	7,107
14. Veterans in training, end of month	1,563,076	1,552,948	22,349
15. School training	897,569	871,688	c/ 20,229
16. Institutional on-farm training	267,140	267,198	c/
17. Job training	398,367	414,062	2,120
18. Veterans who had completed or discontinued education or training during month	341,297	388,962	3,651
19. Veterans paid subsistence allowance for current mo. d/	1,519,349	1,510,389	e/
GUARANTY OF LOANS			
20. Loans approved for guaranty thru 25th of month	1,461,877	1,438,261	f/ 15,249
21. Home loans	1,314,637	1,292,335	f/ 13,947
22. Farm loans	47,657	47,291	f/ 331
23. Business loans	99,583	98,635	f/ 971
24. Amount of loans approved for guaranty thru 25th of month (thousands of dollars)	$7,983,803	$7,866,334	e/
25. Amount of guaranty and insurance of loans approved thru 25th of month (thousands of dollars)	$3,770,045	$3,710,971	f/ $24,094
26. Loans paid in full thru 25th of month	76,705	72,658	e/
27. Paid claims on defaulted loans thru 25th of month	6,730	6,343	e/
28. Net amount of claims paid on defaulted loans thru 25th of month (thousands of dollars)	$8,171	$7,710	e/
READJUSTMENT ALLOWANCES			
29. Initial unemployment claims filed during week ending last Saturday of month	47,446	62,248	g/ 10,000
30. Continued unemployment claims filed during week ending last Saturday of month	309,994	395,835	g/ 49,000
31. Self-employment claims filed during month	h/ 75,946	j/ 90,923	13,211
32. Amount of unemployment allowances paid during four weeks ending last Saturday of month (thousands of dollars)	$27,922	$30,293	$3,523
33. Amount of self-employment allowances paid during month (thousands of dollars)	h/ $7,287	j/ $8,731	$1,210
DISABILITY COMPENSATION OR PENSIONS - ALL WARS			
34. New cases received during month	15,190	18,096	94,793
35. New cases adjudicated during month	18,481	20,382	g/ 75,467
36. New cases pending adjudication, end of month	53,889	58,009	108,175
37. Active cases (running awards), end of month	2,265,293	2,272,074	1,181,114
DEATH COMPENSATION OR PENSIONS - ALL WARS			
38. New claims received during month	8,776	9,911	21,004
39. New claims adjudicated during month	9,036	9,647	28,282
40. New claims pending adjudication, end of month	27,662	28,165	76,051
41. Active cases (running awards), end of month	612,702	610,189	388,615

a/ Preliminary; subject to revision.
b/ Includes only former Regular Establishment members on VA pension or compensation rolls.
c/ "School training" includes "Institutional on-farm training".
d/ Subsistence allowances are not payable to veterans in training who are taking correspondence courses only, or less than one quarter of a full-time school course, or whose monthly earnings are in excess of the established ceilings.
e/ Not available.
f/ As of July 28, 1945.
g/ Estimated.
h/ Data for August 1948.
j/ Data for July 1948

STATISTICAL SUMMARY OF VA ACTIVITIES (Contd)
September 30, 1948

Subject	Sep 1948 a/	Aug 1948	Jul 1945
AUTOMOBILES FOR DISABLED VETERANS			
42. Applications filed thru end of month	33,872	33,679	-
43. Applicants declared eligible thru end of month	22,508	22,402	-
44. Invoices for delivered conveyances certified for payment thru end of month	21,628	21,135	-
NATIONAL SERVICE LIFE INSURANCE			
45. Policies approved thru end of month	b/ 19,529,789	c/ 19,492,628	17,666,593
46. Face value of policies approved thru end of month (thousands of dollars)	b/ $152,143,012	c/ $151,875,212	$136,635,885
47. Policies in force, end of month	b/ 6,839,900	c/ 6,563,700	15,959,422
48. Term policies	b/ 5,295,370	c/ 5,035,780	15,857,314
49. Converted policies	b/ 1,544,530	c/ 1,527,920	102,108
50. Face value of policies in force, end of month (thousands of dollars)	b/ $40,136,000	c/ $38,471,000	$123,899,989
51. Term policies (thousands of dollars)	b/ $33,413,728	c/ $31,818,899	$123,319,645
52. Converted policies (thousands of dollars)	b/ $6,722,272	c/ $6,652,101	$580,344
53. Death claims allowed thru end of month	414,793	413,081	238,487
54. Face value of death claims allowed thru end of month (thousands of dollars)	$3,807,452	$3,794,805	$2,184,247
REQUESTS FOR PHYSICAL EXAMINATION			
55. Cleared by examination during month	b/ 83,640	c/ 83,015	28,997
APPLICATIONS FOR HOSPITAL OR DOMICILIARY CARE			
56. Received during month	b/ 80,907	c/ 77,277	27,980
57. Disposed of during month	b/ 83,488	c/ 81,117	27,685
58. Pending, eligibility not determined, end of month	b/ 9,301	c/ 9,008	4,377
VETERANS AWAITING HOSPITAL ADMISSION			
59. Total, end of month	17,426	18,560	4,329
60. Disabilities adjudicated service-connected	36	47	169
61. Disabilities presumed service-connected on basis of prima-facie evidence	42	23	-
62. Disabilities adjudicated nonservice-connected	17,348	18,490	4,160
VA PATIENTS IN HOSPITALS			
63. Total, end of month	105,406	104,999	71,713
64. In VA hospitals	93,239	93,004	67,391
65. Veterans with service-connected disabilities	30,862	30,784	23,015
66. Veterans with nonservice-connected disabilities	61,072	60,890	43,662
67. Others d/	1,305	1,330	714
68. In non-VA hospitals	12,167	11,995	4,322
69. Veterans with service-connected disabilities	4,490	4,422	836
70. Veterans with nonservice-connected disabilities	7,629	7,519	3,454
71. Others d/	48	54	32
VA BENEFICIARIES IN VA HOMES			
72. Total, end of month	14,728	14,564	9,099
NEW HOSPITAL CONSTRUCTION PROGRAM			
73. New hospitals completed thru end of month	2	2	0
74. New hospitals in progress, end of month	e/ 89	e/ 89	21
75. Construction contracts awarded	30	28	1
76. Design completed but construction contracts not awarded	7	8	1
77. Design in progress	50	50	0
78. Design not started	e/ 2	e/ 3	19
SITE ACQUISITIONS FOR NEW HOSPITALS			
79. Total required thru end of month	e/ 90	e/ 90	19
80. Sites acquired	e/ 64	e/ 63	1
81. Specific sites approved but not acquired	19	20	13
82. Specific sites in process of selection	7	7	5
HOSPITAL ADDITION AND CONVERSION PROGRAM			
83. Additions and conversions completed thru end of month	31	31	0
84. Additions and conversions in progress, end of month	f/ 17	f/ 17	36
85. Construction contracts awarded	7	7	28
86. Design completed but construction contracts not awarded	1	1	2
87. Design in progress	f/ 6	f/ 6	1
88. Design not started	3	3	5

a/ Preliminary; subject to revision.
b/ Data for August 1948.
c/ Data for July 1948.
d/ Includes non-veterans, patients temporarily hospitalized, and patients under observation.
e/ Includes new hospital at Topeka, Kansas for which funds have been authorized for site only.
f/ Includes Jefferson Barracks, Mo., and Minneapolis, Minn.

64023

VETERANS ADMINISTRATION
Information Service
Ext. 4120 Br. 300
Washington 25, D.C.

October 25, 1948

RECEIVED OCT 25 1948 Southern Regional Council

EDITOR'S NOTE: Ex-servicemen and women are vitally interested in the benefits which their government offers them through the Veterans Administration and they are asking thousands of questions daily.

Q -- When a veteran secures a loan under the GI Bill, does the Government make an outright payment on it without charging the veteran anything?

A -- Yes, VA pays the lender, for credit to the veteran's loan, an amount equal to 4 percent of the guaranteed portion of the loan. For example, if the guaranteed portion of the loan is $4,000, the lender will receive $160 from VA to credit to the debt of the veteran.

Q -- I am a World War II veteran and wish to go in business. Must I have experience in the business in order to get a GI loan?

A -- Experience is an important element in the success of the average business. You should be able to show a reasonable expectation of success in your venture in order to get your loan.

Q -- Must a disabled veteran go to a vocational school or may he go to a liberal arts college, a high school, or similar institution under the Vocational Rehabilitation Act?

A -- He may enroll in any VA-approved educational institution or training establishment offering the course of training which VA has found he needs to insure his proper rehabilitation in line with his own desires.

(More)

Q -- My brother, a disabled World War II veteran, is being rehabilitated under Public Law 16. Must he find his own job or will VA do this?

A -- Veterans Administration will help your brother look for a job after he finishes his training.

-END-

DIST: SP-13, 34.

The Thirteen Southern States contain some 650,000 Negro veterans, sixty per cent and a little more of all the Negro veterans in the country. These young men are already launched into careers which will take them to leadership; from now on out the aspiration s and accomplishments of the Negro in the South will not differ much from those of the Negro veterans. It is the part of statesmanship, no less than of justice, to do our utmost to see to it that they get the equipment, and the chance, to contribute their mighty best to the cause of progress in the South and in the Nation.

Fortunately, as this audience well knows, these young men have the great boon of entitlement to an average of three years and more of educational aid, mainly at Federal expense. This is a priceless aid; what dreamer and planner of ten years ago would have dared to hope that over half of the young men of American between the ages of 19 and 35 would be endowed with scholarships covering tuition and subsistence? What an instrument that is in the hands of the nation! Fully and wisely used, it can speed by a generation the intellectual growth of the United States.

How fully and how wisely are we using it in the South?

Unfortunately, this is a field of enquiry in which exact figures are hard to come by. So far as I know, the Veterans Administration has not published figures in usable detail showing a race breakdown of services to veterans. A few figures are available. Last Spring there were two and a half millins vetera s in training under Public Law 346. Four and seven tenths of these were Negroes. Negro veterans

were a tenth less than nine per cent of all veterans of World War II. ~~Negroxveterxxxxxxxxxthxxfoxxgettingxxxlittlexxxxx~~ White veterans in proportion to Negro veterans were getting a little less than twice the educational benefit that Negro veterans were getting, in point of numbers alone. In point of quality, the disparity would be greater. ~~Thxx~~ Though the figures are rough, I think it fair to conclude that Negroes are ~~xxixgxthxixxx~~ benefitiing from their educational rights under the GI Bill to only about one half the extent white veterans are.

To my mind, in proportion to the need, the Negro veterans of college level have had a preponderance of the benefit. The same thing is doubtless true of white veterans, at any rate in the South. Our Colleges, white and Negro, have been altogether praiseworthy in opening their doors to veterans. They have strained their facilities and their staffs to the breaking point. Negro colleges, in particular, have contrived to admit thousands and thousands of young men, not quite ~~xxxqxxtxxx~~ advanced enough to begin college work in ordinary course, but deserving of the opportunities that the colleges dould and did make for them. Negro college ~~veteran~~ enrollment grew in 1947 as against 1946 by 44.9% as compared a general growth of 14%. For this mighty administrative and educational effort of the colleges I have only the warmest praise. It is unfortunately not balanced by equal effort on the part of those whose diligence and contrivance might have made ~~xxxxxxx~~ the benefit available to ~~thxx~~ veterans at~~xx~~ the secondary level. Thereon hang~~s~~ my complaint, and my suggestions.

~~A year back,~~ I estimate~~d~~ that not one ~~Negroxxxxxxxxx~~ Southern Negro veteran in ~~twelve~~ fifteen ~~would~~ will ever see the inside of a College. Most of the Negro veterans in The South stopped school soemwhere ~~xxxxxxxxxxxxxxx~~ ~~between~~

in the later grammar grades, though many had xxx some yearsin high school. Xxxxxxxxx I believe it will have been your experience that xxxxxxxxxxxxxx very few of these men can be persuaded to get the equilavent of high schol diplomas and ready themselves for college. High School officials, and State and city school boards have done commendably well in making it possible fxx for such veterans to finish their high school work; in terms of numbers the results are not great. The veterans themselves in this broader category of the less-well-prepared do not want straight high school and straight academic work. Their need, with the responsibilities xxxxx they are rapidly assuming, is for xxx a quick addition to their earning power. They want technical subjects. They want to train themselves to command skill d and semi-skilled wages instead of common labor rates.

It is possible for them to get such training, under the GI Bill. Possible in administrative offering; too frequently impossible in actual practice.

Below-college training for veterans fallsinto four broad categories. 1. Full-time institutional training in vocational schools. 2. On the job training, with or without related institutional training. 3. Apprentice training. 4. On the farm training. There are other categories, but they are small.

Let us review these, taking them in reverse order. The total number of veterans in the South now receiving on-the-farm training is pxxxxxly on my estimate something short of 150,000. In most Southern States I believe that Negro veterans are getting a fair break on this program. In the early days they did not, partly because a high proportion of Negro veterans on the land occupied sharecrop farms or were hired hands, and it is only within

the last few months that xxx-veterans not con rolling land, either as owners or tenants, have been accepted in good numbers. The program, where I have observed it, is pretty well-managed, has some conscience on matters of race, and is getting a substantial educational and money benefit into the hands of people who can well use both. In some Southern States it probably touches one in fifteen of the going farms. The States, though their Departments of Vocational Agriculture, and the Veterans Administration, are to be congratulated on working out a rural benefit that can xxx xxxxxxxxxxxxxxxx greatly speed agricultural progress in the South. Nothing stands in the way of doubling this program except the shortage of trained teachers Here is a great opportunity for the Colleges of the South; their work in making teachers will not only afford well-paid employment to their graduates in agriculture, but will put those graduates quickly into places where they can directly infuelnce the xx men who will run the rural communities in a short while.

On apprentice training the story is dismal. I have been out of touch with developments in the last few months, but I doubt whether xxx more than two or three Southern States can show any real progress in getting veterans who are Negroes admitted to formal apprecticeship in the crafts. The numbers would be small in any case, but it is important to open as wide as possible this doorway to good earnings and status. I have never been satisfied that State and Federal apprenticeship agencies are doing all they might to get equal opportunity for all veterans in their fields of work.

On the job training

Vocational schools.
nature of movement
little ones
regional ones.

Separate Negro Wards in VA Hospitals Asked

Washington, April 13—(AP)—Ernest Albright of Shawnee, Okla., today asked Veterans Administrator Carl R. Gray to require veterans hospitals to provide separate wards for Negro patients in states having segregation laws.

In addition, he suggested that four regional veterans hospitals be built to provide hospitalization for Negro veterans of all wars, to be located in states having segregation laws. Oklahoma is such a state, he said.

He proposed also a central training school to train Negroes as nurses, laboratory technicians and general personnel for Negro veterans hospitals.

"The plan is not a slap at the Negro race," Albright told a reporter, "but on the contrary it is designed to give the Negro more freedom among his own people in hospitals.

"General Gray said my plan is a new approach to a serious problem and said it would be taken under consideration."

No Changes Seen For VA's Discriminatory Polices

Chief Medical Director Makes No Promises

WASHINGTON, D. C.—(NNPA) —Dr. Paul B. Magnuson who was appointed chief medical director of the Veterans Administration hospitals, said at his first press conference last Friday that he does not intend to make any changes in the VA's discriminatory policies toward colored veterans.

When Dr. Magnuson praised the caliber of medical services being furnished veterans at the Gulfport and Biloxi, Mississippi, VA hospitals, a reporter reminded him that these were two of seventeen VA hospitals which refuse to admit colored veterans.

He was asked whether this policy met with his approval and whether he had any plans for changing it.

Dr. Magnuson replied that he had "thought a great deal" about the problems of colored veterans but he did not plan to make any changes in the policies now in effect in VA hospitals.

Took Care of All

"I'll answer your question this way," he said. "When I had my office and my hospital I took care of all patients, regardless of their race, and made no discrimination between any of them." He did not comment further.

Dr. Magnuson was a civilian consultant to the Surgeon General of the Army but when asked how be squared the integrated policy in army hospitals with the policy of segregation followed by the VA, he said he was no longer an army consultant.

Later, he said, "You can't expect me to do anything in twenty-four hours, can you?"

The new medical director, appointed by Carl R. Gray, veterans administrator, to succeed Dr. Paul R. Hawley who resigned, is a native of St. Paul, Minnesota, and has been with the VA in various capacities since 1945.

A VA study made in 1945 showed colored veterans were barred from seventeen of 97 VA hospitals. The agency now has 126 hospitals but refuses to state how many of them now bar colored veterans. Officials claim that such information is not available at the national level.

South's need for skills

Still our best bet - this one about vocational schools.

Negro personnel in Va.
Need for statistics

File
Board
Ben. Muse
cr. ref.
Viking Press
re: Sales of
Ten Years of
Prelude

September 2, 1966

Mr. Benjamin Muse
Heron House
Reston, Virginia 22070

Dear Ben:

I have today written to Mr. Charles Bolte at Viking Press requesting a report on the sales of Ten Years of Prelude. We will share this information with you the moment it comes in.

Thanks for the folder on Heron House. It does look delightful, and I look forward to an opportunity to visit there with you and Mrs. Muse.

Best.

Sincerely,

Paul Anthony
Executive Director

PA/mmj

(3)

BENJAMIN MUSE
HERON HOUSE
RESTON, VIRGINIA 22070

August 22,1966

Mr.Paul Anthony
Executive Director
Southern Regional Council

Dear Paul:

I have just learned from the Viking Press that our TEN YEARS OF PRELUDE has been published in the Portuguese language by Edicoes GRD, Rio de Janeiro, under the auspices of the USIA.

This is the first I have heard from Viking in about a year. Have you had information as to sales and accounting? My impression is that sales must have reached the point where some royalty should accrue to the Southern Regional Council.

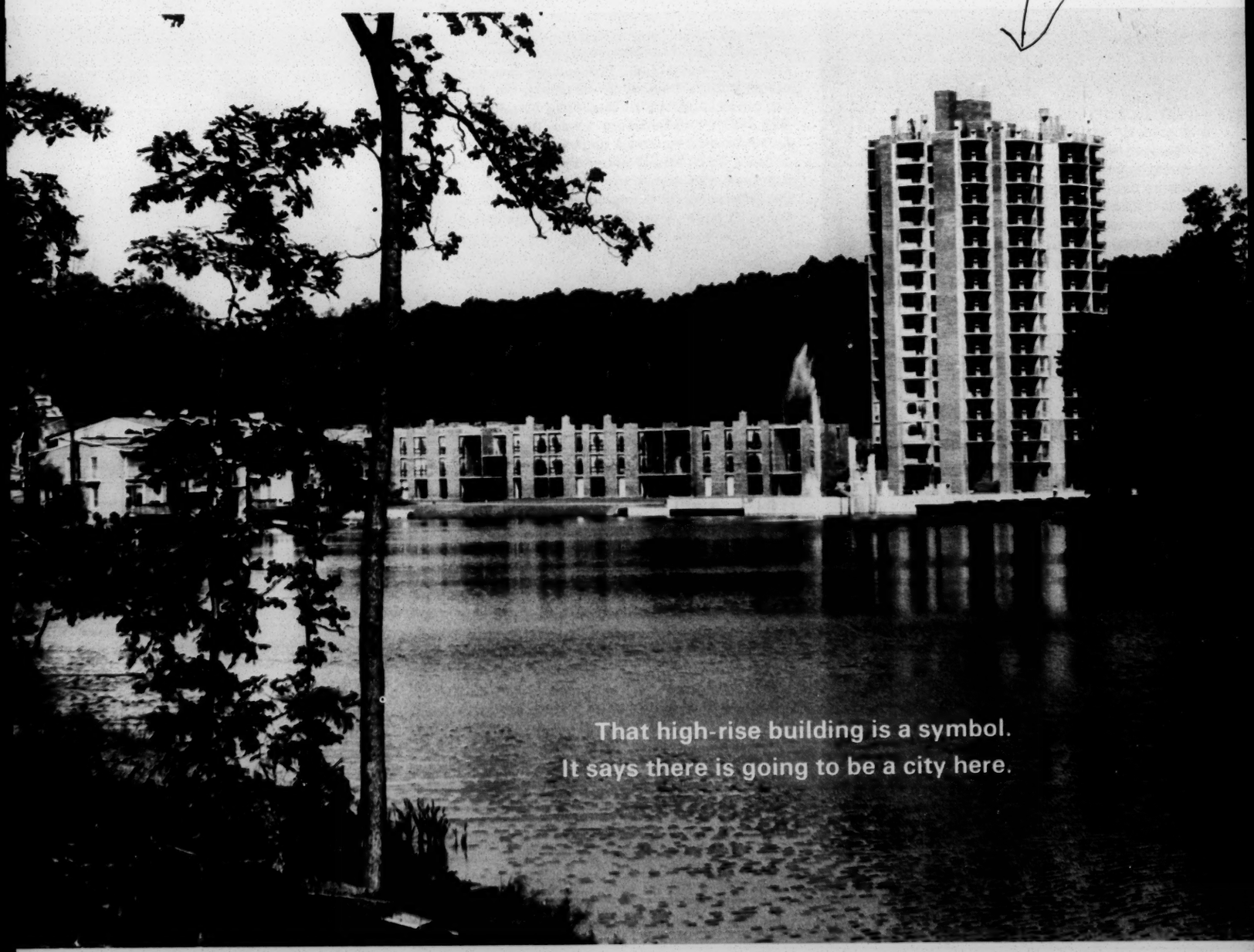
Sincerely,

Ben Muse

If you are ever in Washington with time to spare I would like to bring you out to see us in this interesting place. Phone 437-6153.

Ben Muse

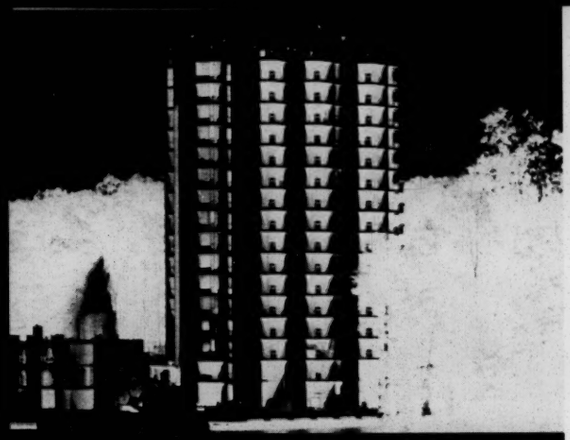
We are on the first floor of this



That high-rise building is a symbol.
It says there is going to be a city here.

• *At the upper end of the lake a vertical shaft rises like the spire of an English cathedral town, an aspiration reaching up into the clear Virginia sky. Around its base cluster the roofs of the town: the houses, the shops, a nursery school.*

SHOW MAGAZINE, APRIL, 1965



WHAT IS RESTON?

Seen on a directional sign at a crossroads in rural Virginia, the word Reston evokes a relaxed, complacent old hamlet surrounded by wooded countryside with a hound dog baying in the distance. But as most people in the housing field are aware by now, Reston instead begins with the initials of Robert E. Simon, Jr., proceeds into a suffix for a town, and actually is a "new town" being built by Simon on ten and a half square miles of Virginia, eighteen miles west of the District of Columbia.

It is a town that will not be just a bedroom community for a nearby city, but will provide jobs.

It is a town promising much more diversity in types of housing than the usual suburban sprawl of similar speculative houses. Under construction or completed in Reston are apartments, row houses, and individual homes. Architects: Whittlesey & Conklin, the office of Chloethiel Woodard Smith, and Charles M. Goodman Associates.

Reston is a town planned for pleasant and efficient pedestrian travel, with paths that are more than byproducts of a street system. The walkways seldom cross automobile roads, and this safety factor may inspire more walking, which in turn may give Reston mothers some time off from the usual suburban chore of chauffeuring the children around. If it does, the housewives, as well as the children, could join in the numerous cultural activities that are being booked into the community, from bird watching to the modern dance.

What makes Reston a really expensive undertaking for the entrepreneur is the depth of commitment. Unlike the usual developer, Simon could not simply buy— or even option—a stretch of acreage, then put up four or five sample houses, and use them as exhibits to take orders. He had to demonstrate just how Reston would really be different, and to do that he had to come up with quite a piece of sample goods, not just a swatch.

FORTUNE, DECEMBER, 1964

Situated on 6,800 acres of rolling fox-hunting country, 18 miles west of Washington and four miles from the new Dulles Airport, Reston is the brainchild of New York Entrepreneur Robert E. Simon, Jr. By its projected completion in 1980, it will house 75,000 people in seven villages, have over 1,600 acres of recreational areas, including two 18-hole and three nine-hole golf courses, a natural and an artificial lake, and a horse stable (the nearest village will have hitching posts in front of its stores), plus a plethora of community-owned pools, tennis courts, playgrounds and hiking trails.

Residential and recreational areas will be woven together so closely that some Restonians will be able to chip onto a nearby green from their patio, others to watch their horses grazing a few steps away, still others cast off their own bulkheads, ... boat across the lake, and moor a few feet away from their favorite store. Because no part of any village will be more than ten minutes away by foot, most travel will be confined to tree-lined walkways.

The choice of residences is as wide as the choice of recreations. Prospective dwellings range from a one-room efficiency flat in a high-rise apartment building through a $25,400 three-bedroom town house to a custom-built home on a large lot for $60,000 or more. To avoid a drab uniformity, Simon has assigned the designing responsibilities to five different architectural firms, and they have come through with flying colors. Instead of picture-window ranch houses or cramped Cape Cod saltboxes, Reston offers handsome modern architecture and quality construction found in few developments today.

TIME MAGAZINE, MAY 21, 1965

Picture a town where children walking to school need never cross a street, where homes and apartment houses overlook a park or lake, where unsightly telephone lines and television antennas lie deep underground and the law prohibits billboards, clotheslines, and garbage cans. No law bans automobiles, but who needs a car when the golf course, sailing lagoon, shopping center, and perhaps even the office, are only ten minutes away down a quiet path.

Enthusiastically, Architectural Record magazine said: "If ever a speculative development deserved to make a handsome profit, that development is Reston." And the conservation-minded Udall adds: "Reston represents the finest ideas in housing."

Last week the ebullient, 50-year-old Simon, former president of Carnegie Hall, proudly toured his domain and explained: "Reston is a program, that gave bith to a land plan that gave birth to an architecture—not the other way around."

A 30-acre artificial lake is already stocked with fish and in the broad, brick-paved Village Center—designed by the New York architectural firm of Whittlesey and Conklin—everything from a teen-age rathskeller to symphony concerts and an Audubon nature course will be available.

Indeed, the Reston Man need worry about very little. His lawn-trimming and snow-removal chores may be handled by the cluster association, the unit of neighborhood government. And a monthly payment of $6 to $18 connects him with the community air-conditioning plant, which will pipe chilled water to basement coils in every house and shop—thus saving maintenance and installation costs.

NEWSWEEK, NOVEMBER 23, 1964

WHY IS RESTON?

The postwar urbanization of the United States is now 20 years old. For most of that period, Americans have been able to disregard the consequences of unplanned growth. But to judge by the surge and timbre of protest across the land today, the consequences are now wagging the growth. From New York to Hawaii, the best battles are neither between ropes nor sexes, but at local zoning boards.

Whatever their size and wherever they rage, these battles are powdered by two related facts. The first is that there are 55,000,000 more of us living in the United States today than there were just 20 years ago. The second is that, in ever-increasing numbers, we are gravitating toward major U.S. metropolitan centers. Today, two out of three Americans live in or near major cities. By 1980, four out of five will do so. The population of the Washington, D.C., area alone is expected to increase 150 percent in the next 35 years.

Taken together, these facts disrupt a traditional American dream—that a man can surround himself and his family with land in proportion to his ability to pay. Today this dream is all but illusive. There may still be plenty of land left in the United States, but it is not where most Americans want to live. As Robert Moses, the deacon of New York City development, told a complaining Long Islander: "The person who demands complete

Nearly all of the estimated 80 million Americans added to our population during the next 20 years will live in the suburbs of our exploding metropolises. Reston illustrates vital planning principles for controlling the chaotic sprawled development that, for the past two decades, has consumed land with reckless abandon, created traffic jams and driven community service costs skyward.

As part of the national capital's Year 2000 Plan, endorsed by the late President Kennedy in November, 1962, Reston is the first of 20 satellite cities proposed to absorb the major part of the area's soaring population, which is expected to rise 150% from its present 2 million to 5 million in 2000 AD.

isolation 20 miles from the city can't enjoy it very much longer, not because it is wrong to be nostalgic, but because it is futile."

The "satellite" city, is a new community built from scratch on the principle of cluster development. It blends apartments, town houses and detached homes, all within walking distance of a village square, tennis courts, golf courses, riding stables and the like. There are 75 such cities planned or rising in the U.S. today; the most conceptually advanced of these, Reston, Va., has seven villages, several golf courses, and a smorgasbord of activities planned for the 75,000 persons developer Robert E. Simon, Jr., hopes to settle there by 1980. (Idealist Simon bristles at suggestions that Reston will homogenize life: "You don't eat everything at a smorgasbord.")

LOOK, OCTOBER 5, 1965

Civilization is a progress from an indefinite, incoherent, homogeneity toward a definite, coherent heterogeneity.

Herbert Spencer
First Principle

If past trends continue, according to Washington planners, the area's growth over the next 35 years could consume 1,700 square miles, four times the present metropolitan area. Uncontrolled sprawl would drive the boundary of the open countryside 30 miles from downtown Washington, create crazy-quilt travel patterns, spread traffic congestion, and increase the cost of transportation.

Of more immediate significance than its role as a satellite city is Reston's role as a "new town" in the British tradition. The new-town concept complements the satellite-city concept, reducing the principles underlying the regional plan to a more intimate, local scale.

While avoiding the drab, institutional look of the earliest of Great Britian's government-built and managed new towns, Reston's plan incorporates all of their essential elements. Like two early prototypes founded by the planning prophet, Ebenezer Howard, contemporary British new towns incorporate three basic features:

- A surrounding green belt maintained largely undeveloped by strict government control.
- Self-sustaining industry and other jobs that provide local employment.
- Varied housing—apartments and single-family dwellings.

The key to Reston was a cluster-zoning amendment that permits the developer to build in varied densities and reserve land for parks and other open space instead of spreading houses uniformly over an entire tract. Reston's cluster-zoning permits three residential densities—60, 14 and 3.8 persons per acre, with an average limit of 11 persons per acre.

In most suburban developments, zoning and subdivision regulations magnify the earth-scarring work of the bulldozer. But Reston's development pattern follows natural contours, with sinuous high-density bands threading through the site. Thus, cluster zoning pleases the planners by bringing trees and greenery close to all.

In addition to smoothing the path of growth, Reston promises to reverse the public deficits piling up as conventional residential developments roll over the countryside.

"Urbanization has traditionally been a subsidized operation," says William H. Moss, former chairman of the sevenman county board of supervisors. "A new town with integrated industrial and commercial districts promise to break the vicious spiral sinking us in a deepening financial hole."

To offset the cost of each new home-owner settling in a subdivision, the county could only hope that sufficient tax-paying industry and commercial development would spring up to offset the residential deficits. But within five years, Reston's concurrent commercial and industrial development will make it a financial asset to the county, says Mr. Moss.

A development bonus clearly gained from the compact layout of apartments, attached houses and commercial buildings in the first village is community air conditioning. From a central refrigerating plant of 1,200-ton capacity, chilled water will flow through four miles of underground piping to cooling coils concealed in plenums above the buildings' furnaces. For the widely spaced detached single-family houses, however, the excessive length of chilled water piping spoils the inherent economy of central refrigeration; so these houses will have individual systems.

Hopefully, Reston will inspire public demand for planning and order.

ENGINEERING NEWS-RECORD
JANUARY 28, 1965

For indications of how the future will go, the New Town most closely watched by architects and developers alike is Reston, Va. It is probably the farthest along, and architects agree that it is superbly designed. Says Architect Philip Johnson: "Reston is the most advanced planning in housing today."

Says Planner-Architect Victor Gruen, who has designed eight New Towns himself: "Reston is the most courageous effort toward the building of a New Town yet undertaken. It is my fervent hope, and I am sure all progressive architects and planners share this hope, that the New Town of Reston will succeed. If so, this would mark a great breakthrough in community planning in our country."

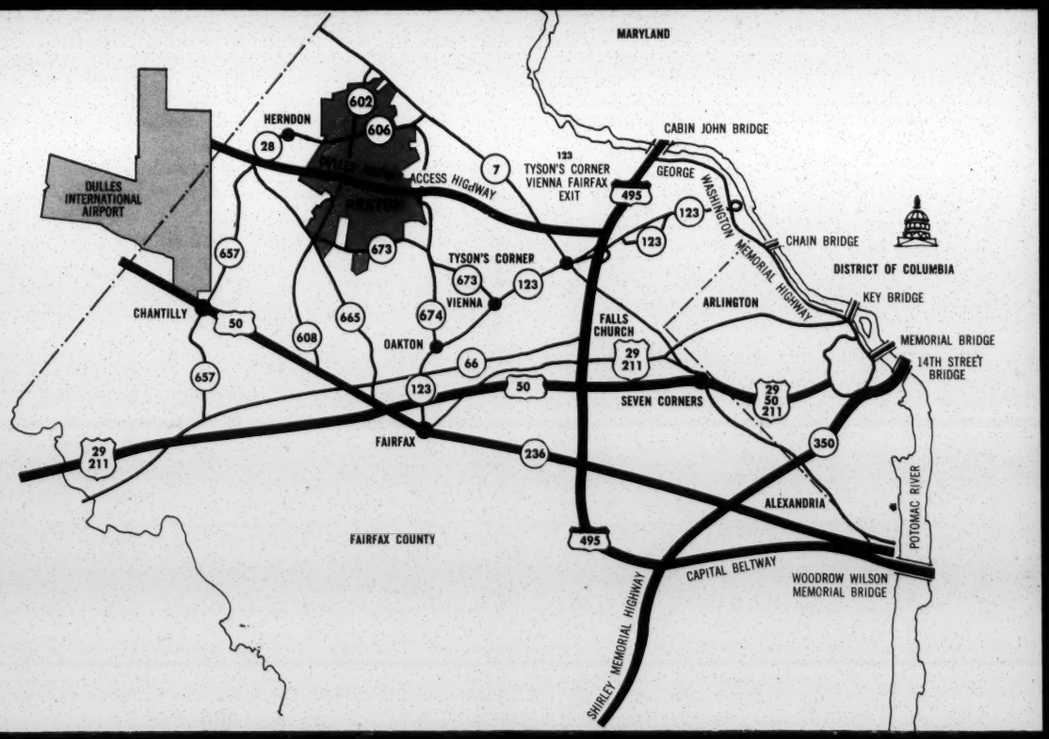
TIME, MAY 21, 1965

The Country is Lyric, The Town Dramatic.

When Mingled

They Make the Most Perfect Musical Drama.

LONGFELLOW, *KAVANAGH*



If finished according to plan, Reston will be a new experiment in city living and a new answer to suburbia. "Who knows," ventured Conklin with a grin, "how a city plan may affect a way of life, a civilization. Just think what might happen to investors if they saw mothers pushing baby carriages down a Wall Street. Business might become less abstract, investments more involved in human issues . . . who knows?"

PROGRESSIVE ARCHITECTURE, JUNE, 1965

- FOR AN UNHURRIED, PERSONALIZED APPOINTMENT PHONE, WEEKDAYS — 471-4300.
- FOR INDUSTRIAL AND COMMERCIAL SITES, APARTMENT RENTALS AND BUILDING LOTS PHONE, WEEKDAYS — 471-4307

File Viking Press
Cr. ref.
Board - Ben Muse

September 2, 1966

Mr. Charles G. Bolte
The Viking Press
625 Madison Avenue
New York, New York

Dear Mr. Bolte:

We have just learned that Benjamin Muse's Ten Years of Prelude has been published in the Portuguese language under the auspices of USIA. This raises the question for us of just what sales this book has enjoyed to date. Could you possibly supply us this information?

Sincerely,

Paul Anthony
Executive Director

PA/mmj

Make file
Viking Press

(6)

THE VIKING PRESS INC · PUBLISHERS

625 MADISON AVENUE, NEW YORK, N. Y. 10022

Cable: VIKPRESS *Telephone:* (212) PLAZA 5-4330

September 9, 1966

Mr. Paul Anthony
Executive Director
Southern Regional Council
5 Forsyth Street, N.W.
Atlanta, Ga.

Dear Mr. Anthony:

Since Mr. Bolté is no longer at The Viking Press, your letter of September 2nd concerning Benjamin Muse's TEN YEARS OF PRELUDE has come to my attention.

There are now two arrangements for foreign language distribution made through the USIA: exclusive Portugese language rights sold to Edicoes G.R.D., Brazil; and non-exclusive French language rights for distribution in Africa and former Associated States of Indochina, publisher not yet known.

The sales information could best be obtained by contacting the Brazilian publisher.

Sincerely yours,

Jane Goldstone

Jane Goldstone
Secretary to
Charles G. Bolté

jg

CROSS REFERENCE SHEET

NAME OR SUBJECT

Muse, Benjamin

REGARDING

Correspondence regarding:
Ten Years of Prelude

DATE

(SEE)
NAME OR SUBJECT

(SEE: Research Files -- note: all Central Office correspondence related to Muse's book was turned over to Nobbie Morgan to combine with her files in research)

Set up folder & file in V section
Done

MJ - file

September 17, 1965

Miss Nan Grogan
Virginia Students' Civil Rights Committee
Box 79
Kenbridge, Virginia

Dear Miss Grogan:

As you know your letter to Margaret Long has been referred to me.

I wish there was some other answer, but at this point SRC simply has no funds from which we could make a grant to VSCRC. The report of your work indicates an excellent program and I wish we were in a position to consider support.

Shortly after the first of the year we may be in a position to consider your request and we would be happy to have you inquire again at that time.

Sincerely,

Paul Anthony
Director of Field Activities

PA:mm

September 16, 1965

Miss Nan Grogan
Virginia Students'
Civil Rights Committee
Box 79
Kenbridge, Virginia

Dear Miss Grogan:

Your letter of September 13 arrived a few days after Mrs. Long left on vacation, and she is expected to be away for several weeks. I will, however, bring your correspondence to her attention upon her return. She is very interested in your group, and she will personally write to you when she returns.

Due to the nature of your request, I am referring your letter to Mr. Paul Anthony who will become the Council's Executive Director as of October 1. You may expect a reply shortly.

Very truly yours,

(Mrs.) Janet C. Shortt
Secretary to Mrs. Long

ECS

VIRGINIA STUDENTS' CIVIL RIGHTS COMMITTEE
Box 79
Kenbridge, Virginia
Phone: 696-2742

September 13, 1965

Rec'd 9/16/65

Margaret Long, Editor
The New South
Southern Regional Council
5 Forsyth Street, NW
Atlanta, Georgia

Dear Maggie:

I am writing to request that the civil rights project being sponsored by the Virginia Students' Civil Rights Committee be considered by the Southern Regional Council as a possible recipient of financial aid.

The Virginia Students' Civil Rights Committee (VSCRC) is a group made up of college students from Virginia. It grew out of an awareness on the part of Virginia students that conditions in certain parts of the state are very similar, in the aspect of racial prejudice and discrimination, to the conditions existent in many parts of the deep South. Representatives from approximately twelve colleges and universities throughout Virginia held a series of meetings during the 1964-1965 school year to make plans for a summer project. At these meetings, in addition to conducting discussion as to the philosophies and goals of a civil rights project, students presented research papers on aspects of the summer project such as Job Opportunities, Freedom Schools, Community Centers, and Voter Registration.

These plans were finalized at a work conference VSCRC sponsored at the University of Virginia in April, 1965. A number of Virginia's civil rights and political leaders and several CORE, SNCC, and COFO field secretaries from the Mississippi and other southern civil rights projects were present to advise and lead discussions.

During the spring when the initial research on the Fourth Congressional District of Virginia was done, VSCRC published a booklet entitled "A Project for Virginia's Black Belt," which was distributed and used as working papers at the spring conference. I am enclosing a copy of this publication plus additional VSCRC publications which might serve to provide the Southern Regional Council with a comprehensive view of our philosophy, our method of approach, and the need for civil rights work to be continued in Southside Virginia.

During the past three months, VSCRC has had twenty workers working full-time in six Virginia counties--Amelia, Brunswick, Dinwiddie, Lunenburg, Nottoway, and Powhatan counties. In two counties, SCOPE and VSCRC have coordinated activities. Programs have varied sharply from county to county, similar only in the respect that they were instigated and developed at the request and with the support and

participation of the local people in the counties. The enthusiastic participation and cooperation of local people is a direct result, I believe, of our respect for the people's ability to make the decisions which affect their lives. The role we wish to play in a community is described in a paper entitled "The Role of the Community Organizer," which in included in publication #1. Essentially we help the people organize around their own needs. Extensive research has been done on each county to help ascertain these needs. I am enclosing copies of "Handbook for VSCRC Project in Powhatan County" and "Handbook for VSCRC Project in Brunswick County." Similar handbooks have been published on each of the six counties named earlier.

Another phase of our program deals with dissemination of information concerning Federal programs which local white power structures often neglect to make available to Negro citizens. In line with this, VSCRC published "Economic Opportunity and Freedom for the Negro and Related Federal Programs," a copy of which I am enclosing. A community action program under the Office of Economic Opportunity was brought in to Nottoway County this summer, in which VSCRC workers participated and plans are being made to bring a second anti-poverty program into the county this winter. In Lunenburg County, local Negroes are attempting to bring federal funds into the county for a community action program and are personally approaching influential white citizens for cooperation in order that the program might benefit both races. In Brunswick County, the Negro citizens have held the first of a series of meetings with a speaker from the Office of Economic Opportunity to make plans for a community action program.

The summer project has included other programs, among them voter registration, school desegregation, political education classes, organizing around farm issues and ASC elections, testing public accommodations, and attacking the problem of unemployment. I am enclosing a copy of the most recent VSCRC newsletter and a copy of the Southern Patriot which has an article describing the Vscrc project and written by Anne Braden who visited the project for several days. I trust that these will provide you with a more comprehensive picture of our work.

not enc. JS.

Believing as we do in the value of a year-round civil rights project, six VSCRC staff members will be working full-time in the field for the entire year continuing the programs which were begun during the summer. Nearly all the other staff members are planning to work on a part-time basis to help maintain and develop the existing projects. We shall also be recruiting students to work on week-ends and holidays and holding conferences on Virginia campuses to make plans and recruit workers for the summer of 1966.

The project has, thus far, been financed entirely by funds raised by our workers and supporters by speaking on campuses, and before church and club groups. We have also sponsored two concerts on Virginia campuses during the spring. In this manner, we have raised $3,000 to support the project. We are, however, in desperate need of financial assistance at this point in order to carry out our proposed winter

program. Enclosed is a copy of the proposed budget for operation of VSCRC for the next nine months. We have attempted to explain fully each item which appears in the budget.

To our knowledge this is the first community organizing project in the South initiated by a group of black and white southern students working together. This is of no small importance. It is a new generation and the beginning of a new era in which Negroes and whites together are demanding a reconstructed and free society. Also, the people involved have a very strong commitment to the needs and wishes of the people in the local community and thus refuse to push irresponsible or irrelevant programs. Finally, community organizing and student support of and participation in community organizing in the South has a great possibility of being the basic kind of program that will have to be utilized by civil rights groups in the future to provide basic and lasting changes in the socio-economic structures of the South. This is the beginning of real war on poverty, injustice and unrepresentative government in the South.

We are asking that the VSCRC project be considered as the recipient of financial aid by the Southern Regional Council. Will you please refer this letter to the person in charge of considering such requests. Howard Romaine, Chairman of the Southern Student Organizing Committee (SSOC) is a member of our staff. Contributions may be made through SSOC and earmarked for VSCRC in order to benefit from the tax exempt status of SSOC. We feel that our continued presence and work in Southside Virginia is crucially needed. Any aid that your group might afford VSCRC would be deeply appreciated and fully utilized. A member of the VSCRC staff will be able to come, at your request, to Atlanta to speak with you concerning this request for aid. Thank you for your consideration of VSCRC.

Sincerely,

Nan Grogan

(Miss) Nan Grogan,
Virginia Students'
Civil Rights Committee

Enclosures: 8

MINUTES OF MAY 15, 1952, MEETING AT BIRMINGHAM TO DISCUSS WAYS OF REDUCING VIOLENCE IN THE SOUTH ARISING FROM RACIAL AND RELIGIOUS TENSION

Representatives of a number of organizations interested in human relations in the South met in Birmingham, May 15.

Present:

Harry Alston--Southern Field Office, National Urban League, Atlanta
Ernest J. Arnold--Southeastern Office, National Council of the Churches of Christ in the U. S. A., Atlanta
Byron Buckeridge--Job Opportunities Project, American Friends Service Committee, Dallas
Harold C. Fleming--Southern Regional Council, Atlanta
Mrs. Ruby Hurley--Southeast Regional Office, NAACP, Birmingham
Hubert Jackson--Public Housing Administration, Atlanta
Herman Long--Race Relations Division of the American Missionary Association, Nashville
Alex Miller--Southeastern Office, Anti-Defamation League, Atlanta
George S. Mitchell--Southern Regional Council, Atlanta
Philip Ogilvie--Catholic Committee of the South, Rock Hill, S. C.
Mrs. A. W. Plunk--National Council of Negro Women, Birmingham
A. L. Thompson--Federal Housing Administration, Atlanta
Mrs. M. E. Tilly--Southern Regional Council and Georgia Committee on Interracial Cooperation, Atlanta
Rev. Dan Whitsett--Alabama Division, Southern Regional Council, Sylacauga
Mrs. M. W. Spencer, Secretary, Birmingham

The following notified us by mail that they found it impossible to be present:

B. Tartt Bell--Southeastern Regional Office, American Friends Service Committee, Greensboro, N. C.
Hugh Brimm--Social Service Commission, Southern Baptist Convention, Louisville
M. P. Calhoun--Division of Christian Relations, Presbyterian Church in the U. S.
Doris Dennison--General Board of Education, The Methodist Church, Nashville
Theodore Freedman--North Carolina-Virginia Office, Anti-Defamation League, Richmond
Howard Kester--Fellowship of Southern Churchmen, Black Mountain, N. C.
J. Westbrook McPherson--New Orleans Urban League
Mrs. W. J. Moulder--Fellowship House of Knoxville
Rosalie Oakes--YWCA National Student Council, Atlanta
Olcutt Sanders--Texas Regional Office, American Friends Service Committee, Austin
Mary Jane Willett--YWCA National Board, Atlanta

The meeting was called to order at 9:45. George Mitchell was asked to continue for this meeting as convener.

Alex Miller reported for the special committee which had been charged at the February 22 meeting to offer plans for further action in the field of law enforcement and reduction of tension. He had co-opted to his committee Harold Fleming and Hubert Jackson.

He said that, though the committee had been concerned with many problems, they had narrowed their interests for this occasion to the problem of housing. He hoped that what the committee could offer would help us to plan for several years and would provide a springboard for action by the various organizations. He suggested that at succeeding meetings the groups could discuss other areas having the seeds of tension.

He thought now that the idea of a big, Southwide conference, which had been to the fore at the February 22 meeting, though attention-getting, would be expensive, and that the device now proposed of discussion at this meeting of a proposed policy might be productive of equal or superior results.

He noted that Federal police authorities are now collecting information on racial and religious violence, and that several members of Congress were discussing the practicability of establishing a Congressional committee on racial and religious tension.

He offered a guess that, of all the bombings in the last year or so in the South having a racial or religious background, arrests had not occurred in more than three per cent of the cases, and said convictions had been infinitesimal.

Alex Miller then read the attached proposed statement coming from his committee. (Note that the statement, as here attached, is the final form as approved by the group and by the sub-committee appointed. The alterations made by the group occur only in paragraphs 3, 4, 5, and 7 on page 3, and are detailed in the minutes.)

After this report from the committee, the group decided to divide discussion into two stages: (1) of the statement per se, and (2) what to do with it.

In discussion of the statement, Mrs. Hurley, Hubert Jackson, Al Thompson, Dan Whitsett, Mrs. Tilly, Harold Fleming, Ernest Arnold, Byron Buckeridge, Herman Long, and others took part.

In consequence, paragraph 3 on page 3 was altered from:

> Seek truly representative planning bodies on which Negro citizens will have an equitable voice in the official determination of community development.

to read as follows:

> . . . on which Negroes, Mexican-Americans, and other traditionally excluded groups will have an equitable voice . . .

Paragraph 4 was altered from:

> Lend support to efforts to develop expansion areas for Negro housing. That mainly involves combatting two vicious, omnipresent myths: (a) that Negroes cannot or will not pay decent prices for decent housing; and (b) that the presence of Negro residents in an area inevitably destroys nearby "property values."

to read as follows:

Lend support to efforts to develop expansion areas for those inadequately housed.

Foster recognition of the fact that: (a) Negroes can and will pay decent prices for decent housing; and (b) that the presence of Negro residences in an area does not of itself destroy nearby "property values."

Paragraph 5 was revised from:

Urge public officials to make adequate provisions for public housing, slum clearance, and urban redevelopment as an industrial region capable of contributing its share to the nation's economy.

to read as follows:

. . . and urban redevelopment.

Paragraph 7 was revised from:

Work for enactment of tighter municipal housing standards. Failing new construction, the only remaining possibility is repair and improvement of existing dwellings. Strong ordinances, backed up by inspections, can at least insure minimum standards of safety and adequacy of shelter.

to read as follows:

. . . municipal housing standards. Strong ordinances, backed up by inspection, will accomplish two important aims: (a) Insure that new construction is sound and is not merely providing more slums for a few years hence; (b) require repair and improvement of existing dwellings--particularly low-rental properties whose owners have allowed them to deteriorate steadily.

Paragraphs 2 and 3 on page 2 were ordered to be revised by a committee composed of George Mitchell, Hubert Jackson, and Robert Thompson of the Atlanta Urban League, the group undertaking to accept revisions to be made by that committee. The statement as attached incorporates the revisions made by the committee. The replaced paragraphs had read:

2. The public housing program has been drastically curtailed, and is now threatened with reduction to a mere token. In 1949, Congress passed a notable housing act and authorized annually increasing appropriations which would have moved us far along in slum clearance and urban redevelopment. But under stress of the military emergency (and quite to the liking of those who have fought Federally aided housing all along), Congress reduced the authorized number of housing units in the current fiscal year from the President's request of 75,000 to 50,000. Now the House of Representatives has cut next year's figure from 75,000 to only 5,000 units. For the South, enactment of this measure will sharply diminish any hope of large-scale relief from existing slums and housing tensions.

3. Private construction of low-income housing has been brought virtually to a standstill by credit controls and altered interest rates. These were no doubt proper steps in the Government's effort to stem inflation. But, rigidly applied, the regulations exact a harsh penalty. They freeze housing conditions at the lower levels where new building is most vitally needed. There is a good case for selective credit controls which would permit building in our worst housing areas.

Mrs. Tilly brought out the omission of any reference to the too frequent practice of condemning Negro housing areas as park sites. Several persons mentioned the retrogressiveness of public projects for rehousing, which are now sorting out by race communities previously interspersed, as at Tampa and Natchez.

Mr. Arnold told of an attempted suit in Atlanta by a group of white owners against Negro realtors who had sold homes to Negroes in an "all-white" area, for conspiracy to "lower property values" in that section of the city.

He also stated that in another attempt to block expansion of Negro residential areas, white home owners are now planning the formation of corporations to replace restrictive covenants. A group of home owners incorporate themselves and promise not to sell to Negro buyers under threat of a suit should the promise be broken.

The question was asked what part, if any, FHA played in blocking the expansion of residential areas for Negroes. Mr. Thompson stated that the FHA policy was sound but the lending agencies are replacing restrictive covenants by refusing to qualify a buyer for a FHA loan if he desires to buy property in an "all-white" area.

Mr. Jackson noted that the determinant as to segregation in new housing development today is the factor of financing. Money coming from private sources is denied to anything other than segregated projects.

Mr. Whitsett spoke of the growing contrast between "democratic slums" and "segregated housing."

Mrs. Hurley brought out the fact that much property formerly in white ownership is acquired by large landlords, who then turn it into rental property available to Negroes, and the usual process of dilapidation in rental property is all too likely to appear. She mentioned, however, that Birmingham is now vigorously condemning sub-standard dwellings and forcing repairs.

Since the public housing program has been drastically curtailed--from 75,000 to only 5,000 units, it was suggested that branches of the agencies represented at this meeting and others, write Congress for Senate action to increase the number of housing units for next year.

The group then turned to discussion of what was to be done with the statement. Several persons present thought that the statement so nearly conformed to the policies of their agencies that they could safely give it agency approval then and there, but the greater part of those present thought that the statement ought to be presented to their own agency policy-making Boards.

Others present, while not in a position to get agency approval of the statement, did wish to use it with scattered personnel of their agencies.

The decision reached was that the official source of the statement might be publicly described in the following language, and none other: "Discussed by a gathering at Birmingham May 15, 1952, of persons from agencies concerned with human relations in the South. Most of those present agreed to bring this statement to the attention of the policy-making bodies of their agencies."

It was further agreed that each agency represented at the meeting today or invited to be represented at the meeting today would be free to use the statement as revised within its own channels, and could reproduce, print, or publish the statement whenever its own policy board had approved it. Any who wish may have copies of the statement as revised.

All agencies present and invited to be present at the meeting were asked to notify George Mitchell, as convener, of any approving action of their policy-making bodies as to the statement. The Southern Regional Council, it was agreed, might print the statement in mid-June, using as explanatory language the description given in quotes above, and in addition stating: "This has been approved by . . . ," the dots representing the agencies which may have notified George Mitchell by mid-June of the official approving action of their policy boards.

Publicity for the statement was put into the hands of a committee composed of Alex Miller, Harold Fleming, and Harry Alston.

Discussion then turned to possible future meetings of this kind. Among a number of topics, agreement was reached on the use of racial prejudice in political campaigns. It was decided that the group would meet again in the early part of October. All agencies were requested to give reports during the summer on the use of racial and religious prejudice in political campaigns to Herman Long, Institute of Race Relations, Fisk University, Nashville, Tennessee, who would, in preparing for the October meeting, make a digest and proposals. Agencies were cautioned to send in to Herman Long not merely clippings, but in addition to send fully explanatory memoranda.

Herman Long, as regional chairman for the South of the National Association of Intergroup Relations, Officials, and George Mitchell, as a vice-president of NAIRO, expressed the hope that many of those who were interested in this gathering would become members of NAIRO. Long and Mitchell undertook to write to all those present and invited, asking them to join NAIRO.

The meeting adjourned, after expressing appreciation for kind hospitality to the Southeast Regional Office of the NAACP and to St. Paul Church.

John

Violence

GEORGIA COUNCIL OF CHURCHES
63 Auburn Ave., N. E.
Atlanta, Georgia

February 1, 1957

THE GEORGIA COUNCIL OF CHURCHES EXECUTIVE BOARD, in session on January 31st, voted to join with the Executive Committee of the UNITED CHURCH WOMEN OF GEORGIA in endorsing the following statement:

We have been deeply grieved to learn that a group of our fellow Christians in one of our Georgia communities has been subjected to continued harassment and violence and we commend the action of the Americus and Sumter County Ministerial Association in condemning this use of violence. We therefore strongly endorse the following resolution passed by this ministerial group in connection with incidents against persons and property of Koinonia Farm:

"RESOLUTION

We deplore and condemn the use of violence in any form against property and/or persons because of their personal beliefs which do not endanger the rights of others. As Christians and citizens we hold the right to disagree with others concerning their beliefs without forcing their agreement or yielding ours.

We further condemn lawlessness in any form and call upon every citizen and the forces of law to do all things necessary to protect the rights, properties, and lives of others in our community, state and nation. In these difficult days in which many nations and people look to these United States for moral as well as political leadership, it behooves each citizen - and especially each Christian - to assert positive efforts to strengthen the cause of civic righteousness."

copies to be sent to:

The Honorable Marvin Griffin, Governor of Georgia
Sheriff Fred Chappell of Sumter County, Georgia
The Editor of the Americus Times - Recorder, Americus, Georgia
The President of the Americus and Sumter County Ministerial Association
(Rev. Edward Carrouth, Lee Street Methodist Church, Americus)

Violence

SOUTHERN REGIONAL COUNCIL
63 Auburn Avenue, N.E.
Atlanta, Georgia

February 13, 1957

BACKGROUND SUMMARY OF VIOLENCE AT KOINONIA FARM, SUMTER COUNTY, GEORGIA

Koinonia (Greek for "a community") was founded in 1942 by a group of Southerners. Located on State Highway 49 in Sumter County near Americus, Georgia, the farm is an interracial religious cooperative with everyone sharing in the proceeds of the farm according to needs. Koinonia, which was started on 440 acres of land, now comprises 1,100. In 1955, Koinonia held its first interracial summer camp for children. The camp was approved by the American Camping Association. The Reverend Clarence Jordan, a Baptist minister, was co-founder of Koinonia and has remained as one of its leaders.

April, 1956--Rev. Clarence Jordan announced that he was willing to sign entrance application to Georgia State College of Business Administration (white) for two Negro applicants. Fact was headlined in Americus and other Georgia papers. Rev. Jordan did not actually sign application since he was ruled ineligible to do so by the executive secretary of the Board of Regents of the University System of Georgia. The Koinonia newsletter charged that before Rev. Jordan got home from Atlanta, Governor Griffin had called the Sheriff of Sumter County, asking "who Jordan was" and what he was up to. Shortly following press accounts of Rev. Jordan's Atlanta experience, the farm began to receive anonymous telephone calls. Within a matter of a few days, the first of the farm's insurance policies were cancelled, retail merchants began to stop handling Koinonia eggs, and roadside signs were torn down. Pistol shots were fired at the roadside stand.

June 9, 1956 - A temporary injunction restraining Koinonia from operating its children's camp was handed down on charges brought by the Sumter County Health Department. The department asked that the farm be restrained from operating the camp on "health and sanitation ground."

July, 1956 - A Sumter County health engineer made an inspection of camp and farm and made minor recommendations, which, according to farm officials, "were carried out."

July 2, 1956 - At the hearing on the injunction, the county attorney asked that it be postponed to July 19 because he had not had time to prepare his case.

July, 1956 - Wilson Finch, W. A. Helms, Sherrard Horne, and A. H. Jennings, four Sumter County farmers, sought to associate with the county in the injunction claiming that the sponsors of the camp had no license and would operate the camp "in a manner detrimental to morals." Meanwhile, the camp was opened at a site outside Georgia.

July 19, 1956 - At the hearing, Superior Court Judge Cleveland Rees looked at the crowded courtroom and decided that it would be a "wrangle between the gospel and law," and so ordered another postponement with the cases to be presented by brief and affidavit. Material was to be presented to him by September 20, 1956.

July 23, 1956 - The roadside market at Koinonia was dynamited. The blast occurred shortly after 10 p.m. Damage was estimated at $3,000.

September 24, 1956 - Judge Rees signed an order dissolving the injunction, since in effect attorneys for both sides had agreed that the question had become moot. Tom Marshall and Tom Clark of the law firm of Dykes, Dykes, and Marshall represented the four Sumter County farmers. Sumter County commissioners were represented by Hollis Forte. Osgood Williams of Atlanta represented Koinonia.

September 24, 1956 - The Koinonia newsletter declared that an "economic blockade is virtually complete....The gas and oil situation remains critical. No distributor in Americus or Sumter County will supply us...Yesterday, another feed dealer, after supplying us for awhile, cut us off." Koinonia officials said they took the one child attending a local high school out of the school and sent him out of the state. This was done, they said, because "on the bus and between classes the older boys beat him and harrassed him in countless ways." Farm officials reported that State Farm Mutual Insurance Company had cancelled insurance policies on six of their trucks and automobiles. Earlier, officials said that an airplane company had refused to dust their cotton for weevils and that a local fertilizer company refused to sell to them. "The auto dealer, with whom we've done business over the years and who did practically all our repair work, said he wanted our business no longer," farm officials said.

November 27, 1956 - Several rounds of buckshot were fired into the roadside market. Shots ruined a refrigerated meat case valued at $300.

January 14, 1957 - A dynamite charge exploded inside the roadside market. Damage estimated from $5,000 to $7,000. Pieces of market blown 240 feet. Building was 20 by 30 feet. (Also during this period, four shots were fired from a slow-moving car into a gasoline pump. The four shots all landed within an area six inches in diameter.)

January 16, 1957 - A resolution was unanimously passed by the Americus and Sumter County Ministerial Association, condemning violence against Koinonia. The resolution adopted read: "We deplore and condemn the use of violence in any form against property and/or persons because of their personal beliefs which do not endanger the rights of others. As Christians and citizens we hold the right to disagree with others concerning their beliefs without forcing their agreement or yielding ours.

"We further condemn lawlessness in any form and call upon every citizen and the forces of law to do all things necessary to protect the rights, properties, and lives of others in our community, state, and nation.

"In these difficult days in which many nations and people look to these United States for moral as well as political leadership, it behooves each citizen-and especially each Christian - to assert positive efforts to strengthen the cause of civic righteousness."

The Ministerial Association also sent a letter to Governor Marvin Griffin.

January 18, 1957 - The Koinonia newsletter stated: "A short while ago we were notified by Mr. Willis Shiver, head of the Shiver Lumber Company, that no more building materials would be sold to us. Mr. Shiver is a steward in the First Methodist Church. Fourteen of our buildings have been erected wholly or partially with materials obtained from him. He said that the reason he cut us off was 'pressure from level-headed business men' and that his own feelings made him receptive to the pressure."

January 18, 1957 - A house on the Koinonia Farm was burned.

January 28, 1957 - At least eight shots from a series hit a house on Koinonia Farm. The Sumter County sheriff said the shots were .45 caliber. Persons on the farm say they believe the shots were from a sub-machine gun.

February 1, 1957 - Ten or eleven shots were fired at a house on Koinonia Farm. Some of the shots went through a window of the house nearly hitting an 11-year-old-girl.

February 1, 1957 - The Georgia Council of Churches Executive Board and the Executive Committee of the United Church Women of Georgia passed a joint resolution condemning violence against Koinonia Farm. Copies of the resolution were sent to Governor Griffin, Sheriff Fred Chappell of Sumter County, The Editor of the Americus Times, and to Rev. Edward Carruth, President of the Americus and Sumter County Ministerial Association.

February 9, 1957 - Koinonia Farm officials report that on three different occasions persons who had visited the farm were stopped by state law enforcement officers and quizzed as to why they were visiting the farm and asked to show identification papers. They also report that a man lost his job with the South Georgia Trade and Vocational School after he had indicated in a Sunday school class that some support should be given to Koinonia.

Vio + Intim MM

KOINONIA COMMUNITY, AMERICUS, GEORGIA NEWSLETTER #19 September 15, 1958

All summer Koinonia has been unwittingly and unwillingly a part of Georgia's political scene. There have been three candidates for governor: the present lieutenant governor, Ernest Vandiver; state representative Wm. T. Bodenhamer, pastor of the Baptist Church at Ty Ty, Georgia, and for several years executive secretary of the States Rights Council (known also as White Citizens' Council); and Lee Roy Abernathy, a north Georgia gospel singer. From the beginning, the race was actually between Vandiver and Bodenhamer.

The number one plank in the platform of both candidates was "maintenance of segregation at all costs." Bodenhamer claimed, however, that Vandiver was a "weakling" on segregation and that he himself was the real champion of the Georgia way of life. He then sought to link Vandiver with Koinonia because Robert Jordan, Clarence's brother, was chief aide to the lieutenant governor during 1955, '56 and '57. Bodenhamer published a paper called "Georgia Progress" and the July issue had a full page attack on Koinonia under the caption, "Vandiver Forces Bring Race-Mixing Farm to Georgia." Sub-headings were: "Vandiver's Chief Aide Jordan Attorney for Koinonia Farm;" "Koinonia Children Attend Integrated Summer Camp;" "Sumter County Grand Jury Charges Koinonia Farm-Communist Ties;" and "Bill Bodenhamer Pledges to Close Koinonia By Eminent Domain Law." The latter article stated: "Candidate for Governor William T. Bodenhamer has pledged himself to remove Koinonia Farm and any similar organizations from the State. The power of Eminent Domain will be exercised so that the State may condemn and take possession of any such operation in Georgia. Bodenhamer's creed of 'Strength, not weakness. Action, not words' is exemplified by this positive pledge to remove this blight." He further states, "On September 10, 1958, the people of Georgia, in unmistakable language will tell the world that the likes of KOINONIA have no place in Georgia."

In his public speeches and on radio and TV networks, Bodenhamer spent a good part of his time denouncing Koinonia. To climax his campaign, he came to Sumter County and in a speech before the courthouse in Americus, he called upon the people of this county to free themselves of "this festering blight" by electing him governor. He reiterated his pledge to close Koinonia immediately by eminent domain law.

On September 10, 1958, the people of Georgia did go to the polls. When the votes were all in, Vandiver had carried 156 counties, Bodenhamer 3, Abernathy none. And Sumter County was not one of the three in the Baptist preacher's camp. Said the Americus Times-Recorder (Sept. 11): "Sumter County voters gave Lt. Gov. Ernest Vandiver one of the most one-sided victories ever accorded a gubernatorial candidate here Wednesday in the state Democratic primary, winning by almost a four to one majority over William T. Bodenhamer. Vandiver racked up a total of 2,337 votes to his major opponent's scant 604." (An interesting sidelight is that in Clarence Jordan's native county (Talbot) Bodenhamer was defeated 10-1, while his brother, Robert, was elected, unopposed, to the State Senate.)

Earlier in the summer, the voters of Sumter County elected, among other officers, representatives to the state legislature. Up for re-election was Jack Murr, who introduced into the state legislature last spring the bill to "investigate" Koinonia, as reported in our May newsletter. But his intense opposition to Koinonia evidently was not enough to get him sufficient votes and he was soundly defeated.

Since Mr. Murr was the chief spark plug in the proposed investigation of Koinonia, and since he is not being returned to the legislature, we do not know what the outcome of the measure will be. Besides, before the bill was passed, its teeth were pulled. The provision giving the committee subpoena powers was removed, as was the appropriation of $50,000 for the expenses of the committee. Thus, with neither power nor money, the committee would find it very difficult to function. However, we still maintain that we would welcome an <u>honest</u> investigation.

The boycott continues in effect, though its principal accomplishment at the moment is inconvenience. We have to go 30-40 miles for dental and some medical care, farm supplies and equipment, and most other necessary supplies. However, many business men, both white and Negro, in the outlying areas have helped us to obtain the things we need. The major items which we have the most difficulty obtaining are gas and diesel fuel, and fertilizer. So it seems to us that the people who are being hurt the most by the boycott against us are the ones who are doing the boycotting. The $150,000 which Koinonia normally spends in this area each year is simply being transferred outside the county.

A few weeks ago a local white merchant came out to Koinonia and said to us: "I don't want you to think I've come out here trying to get your business, but I've stood this boycott about as long as I can and I want you to know that you'll be welcome in my store anytime." We tried to explain to him that the last man who said this to us had his feed store blown up. He said: "I know all that, but you leave that end of it up to me. I fought in the last war, and I figure this is still a free country and I ain't gonna let anybody tell me how to run my business any more. I want you to come to my store in the broad open daylight. Don't sneak in the back door, but come in the front door standing straight up." So far, nothing has happened to him, or to us.

The violence seems to have practically subsided. Apart from a couple of shots at John Gabor while he was grinding feed, and a pot-shot at Clarence on the tractor as he cultivated corn, there has been no violence since our last newsletter.

Perhaps the most encouraging and strengthening thing which has happened to us has been the coming of the Baer family in June. It consists of Mama and Papa Baer (Edna and Alan) and 12 little Baers: Ruth, Miriam, James, Moses, Mark, Naomi, Luke, Zenas, Ammon, Amos, Jonah and Joel. They originally came from Ontario, where they were members of the Mennonite Church. Feeling the call to church-community, they left Ontario and joined New Rosedale Colony, a Hutterian community in Manitoba. When this community branched out, the Baers were among those sent to help establish the new one, Forest River, located at Fordville, N.D. It was from there that they came to Koinonia. Their long experience in community, their devotion to Christ, and their ways of love and peace have contributed greatly to the up-building and strengthening of the Koinonia.

How a family of 14 functions is still something of a mystery to the rest of us. For example, when the community bell rings for breakfast at 6 o'clock each morning, a child fully clothed seems to pop out of the Baer den every 10 seconds, beginning with the youngest, who is just able to walk, until last of all Mama and Papa Baer emerge as calm and unruffled as a still lake at midnight. Though we haven't located it yet, the rest of us, who have only two to four children, are sure they have some kind of a dressing chute where clothes are fed in automatically and drop around the youngster as he runs through it. Moreover, their house is always one of the neatest on the place, inside and out. It just goes to prove that they're not only cheaper by the dozen, but <u>better</u>. Of course, we're not saying about the <u>second</u> dozen.

Speaking of children, Con and Ora Browne are expecting their fifth in January, to break the tie between two boys and two girls. During July, the Browne family spent twelve days visiting relatives and attending a Browne reunion in Kansas. The Wittkampers also spent some time with relatives in Indiana, and the Peerys were with Kinfolk in Kentucky and Ohio.

Ross Anderson recently returned from a Peacemakers' Conference at Woolmandale in Pennsylvania and a visit with friends in Toronto. Clarence Jordan spent three days at Martin Luther King's church in Montgomery, Ala., delivering an annual lecture series. In June he addressed the Gen. Council of the Congregational Christian Churches in Boston, and also the Brethren Men's Rally at Camp Mack, Ind. In July he spoke at the General Convention of the AME Zion Church in Columbus, Ohio. On October 8 he will be the speaker

at a one-day retreat of the faculty and students of Harvard Divinity School, and on Oct. 14 will address the Mid West Regional Meeting of the Missions Council of the Congregational Christian Churches at Ft. Wayne, Ind. He is slated to address a young people's rally in Minneapolis, Minn., on Nov. 9, and to speak at Vespers at Emory University in Atlanta on Nov. 16.

Paul Goodman was sent to Forest River Community in North Dakota for two weeks in August in response to their request for help in the grain harvest. A welder by trade, Paul quickly learned to handle one of their self-propelled combines.

The newest addition to the Koinonia family is Dorothy Swisshelm from Cincinnati. A long-time friend, she has had a growing desire to go deeper in her commitment to Christ and spent two weeks with us last spring exploring the idea of church-community. She then decided to ask for a year's leave of absence from her job (psychiatric social work) so she could be with us longer. We hope that the population of Cincinnati has permanently decreased by one. (Incidentally, Koinonia's population now stands at 43.)

While in Cincinnati, Dorothy was a member of Maurice McCrackin's church, which has been in the spotlight lately because Rev. McCrackin, a pacifist, refused to pay income taxes because he feels that it violates his Christian conscience as much to buy bombs as to drop them. In addition to being pastor of his church, Rev. McCrackin is head of the Findlay Street Neighborhood House, a Community Chest agency. Both the church and the Chest have stood behind Mr. McCrackin, but because of the tremendous pressure put on the Chest to oust him, the Neighborhood House has agreed to accept only funds designated for it. About $40,000 is needed to meet its annual budget.

The oat crop, harvested in June with a combine rescued from the junk heap by John Gabor, was a bumper one, averaging almost 90 bu. per acre on 34 acres. Corn, after a late start and severe damage by hail and insects, finally came through with the highest yield in our history. We estimate that it will run well over 90 bu. per acre on 110 acres. But the heavy rains which boosted corn yields hurt the peanuts, and it now appears that we'll make scarcely over 30 tons on 82 acres, about half a crop.

The pecan crop looks fairly good this year, and will probably run about 80% of normal. We think nuts will begin falling around Oct. 15 and will be dry enough to start shelling Nov. 1. We can start filling your orders with new crop pecans shortly after that. We're enclosing a price sheet and order blank with this newsletter.

We would like to tell you a bit about what goes on in the nut houses. Two large poultry barns have been completely remodeled for this purpose (the other two have been converted into machinery sheds and shops), one of them being used as a warehouse and for cleaning nuts in the shell, and the other houses the cracking, shelling, grading, sorting and drying equipment. The pecans are first run through a huge vacuum cleaner which removes twigs, dirt and light or empty nuts. They empty onto a grading belt where off-color or cracked nuts are removed by hand, and then go into a revolving cylinder about 18 ft. long where they are sorted into about eight different sizes. At this point we'll sack them up for those of you who want them in the shell.

But if you want them shelled, we'll roll them over to the next building and dump them in a tank which holds about 7000 lbs., and they'll be washed and sterilized, then drained for 36 hours. From this tank they'll go into a long battery of cracking machines which delicately hammer one nut at the time so precisely that a kernel is seldom broken. Conveyor belts take the cracked nuts to the shellers, which gently rub off the broken shells and drop both shells and kernels into the blowers. By proper adjustment of the air, we can blow out the shells, leaving the halves and pieces, which are further separated by a sorting machine. The final grading is done by hand

by spreading the nuts out on long tables and removing any off-color or faulty nuts and any piece of shell which might have slipped by. This is the slowest and most tedious part of the process. After being carefully picked over at least twice, the nuts are taken to a drying room where moisture content is lowered to a safe keeping level. This is determined by drawing samples periodically and making a test with an electronic device which gives the moisture content to within 1/100 of a per cent. This is extremely important, because pecans with even a slight excess of moisture will mold either en route to you or shortly thereafter.

When fully dried, the nuts are packaged in either bulk boxes or 1 lb. cellophane sacks and sent to the shipping room, where they're put on their way to you.

Space forbids our telling you about the hundreds of people who have been here this summer for varying lengths of time. Our guest book reads like a Who's Who Around the World. If anyone has the feeling that Koinonia is isolated or withdrawn or lacking friends, let him send for the guest book, or better still, come by and sign it.

For the love of God which has been shed abroad in so many hearts, for the Christ-given peace which underlies the tensions and conflicts with the world, for the joy of the High Call to discipleship through the Holy Spirit, we are humbly grateful. To each of you, whether known or unknown in person, we send our warm greetings. May God strengthen you in the doing of His will.

--from all of us at Koinonia

Koinonia Community
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Pecans and Peanuts *from*

KOINONIA FARM, Americus, Georgia

SHELLED PECANS (Minimum order 2 lbs)	Halves	Pieces	Sprinkles (for cookies and topping)
Boxes of 2, 4, 8 and 30 one pound cellophane bags	$1.50 lb	$1.35 lb	$1.20 lb
Bulk - in boxes of 28 lbs (halves) and 30 lbs (pieces) (see special discount below)	$1.40 lb	$1.25 lb	$1.10 lb
Gift Box - 1 lb select shelled, postpaid anywhere	$1.85 lb	$1.65 lb	

PECANS IN THE SHELL (Bulk) 5 lb box or bag - $ 3.00 10 lb box or bag - $ 5.75
50 lb bag - 23.00 100 lb bag - 45.00
(1 lb cellophane bags) 2 lb - $1.50 4 lb - $ 2.75
8 lb - 5.25 24 lb - 15.00

PEANUTS IN THE SHELL (With instructions for easy roasting in your own oven. The aroma and flavor of freshly roasted peanuts are a real treat.)
4 lb sack or box - $ 1.60 8 lb sack or box - $ 3.00
40 lb sack - $13.50 80 lb sack - $25.00

All prices are delivered to you postpaid, except on orders going west of New Mexico, Colorado, Cheyenne, Wyoming and the Dakotas. For these, add 10¢ per lb on orders under 25 lbs; 5¢ per lb on orders above 25 lbs.

SPECIAL DISCOUNT ON SHELLED PECANS. You may deduct 15% if you order two or more cases (24 to 30 lbs each). This applies to nuts in either cellophane sacks or in bulk, but only to shelled pecans.

We will be glad to mail your Christmas packages for you, enclosing a card, or you may send us your own card to enclose.

Our shelled pecans are packaged in attractive cellophane sacks printed with a Koinonia design on the front, and recipes for pecan pie, cake and pralines on the sides and back. You will want to use them for gifts for nearly any occasion.

To order, cut on line and send to Koinonia Farm, Americus, Georgia

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ORDER BLANK

Date of order _____ When ship _____

SHIP TO Name _____ Street (or RR) _____
(Please Print)
City and State _____ Zone _____

QUANTITY	DESCRIPTION	PRICE EACH	TOTAL

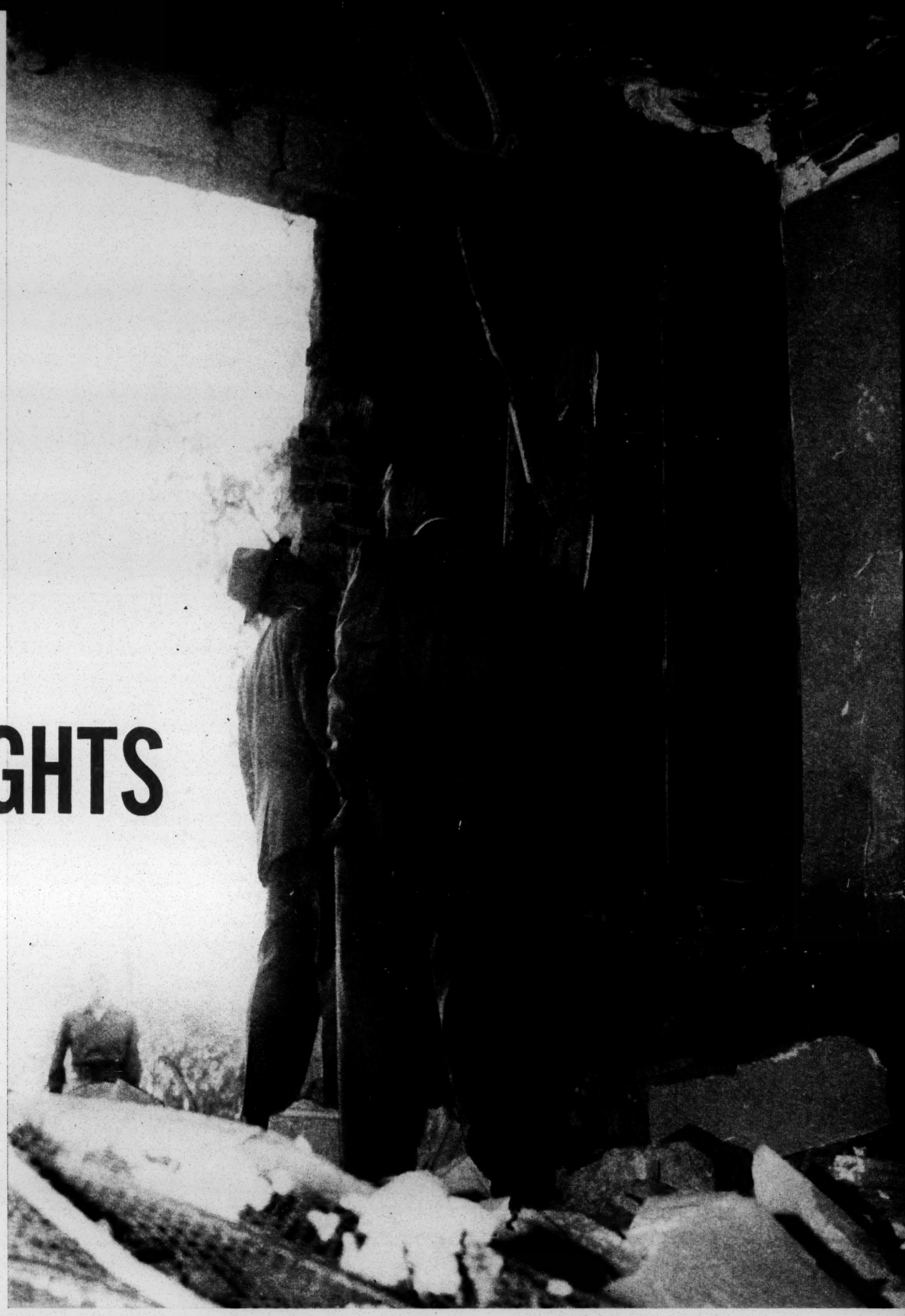
If you wish part or all of this order sent to addresses other than above, please attach separate list with instructions. Be sure to print names and addresses plainly. Amount Enclosed _____

LOOK
JANUARY 6, 1959/VOLUME 23, NO. 1

clips
Viol. Econ.
1959

THE SOUTH FIGHTS BOMBING

Twenty-one Southern cities are pressing a united offensive to halt the wave of explosions in Dixie



The Reform Jewish Temple, Atlanta, Ga., was bombed October 12. Estimated damage: $200,000.

By ROBERT J. MURPHY

A CLOSED POLITICAL CONVENTION was held in Louisville, Ky., on August 30, 1958. The purpose of the conclave, which was attended by some 100 delegates, was to amalgamate into one forceful body many of the nation's most ardent anti-Jewish, anti-Negro and so-called states' rights groups. The delegates left Louisville the following night and headed in all directions, not just through the South, as might be expected. Some went to New York, others to Detroit, Chicago, Milwaukee, Washington, D. C., and cities on the West Coast.

Less than 48 hours after the convention closed, a letter was delivered to H. V. Branch, assistant chief of the Jacksonville (Fla.) Police Department. The letter contained a detailed report of the convention of the National States Rights Party. The "closed" convention had been attended by an undercover agent of the Southern Conference on Bombings.

The SCB is a unique intelligence organiza-

continued

THE FIGHT GETS UNDER WAY

Officials felt there was little hope of obtaining conviction of the men indicted in the Atlanta bombing. However, the indictments alone proved beneficial.

tion established to gather information and evidence on the operations of all "hate" groups. Its work, it is believed, will eventually lead to the apprehension of those responsible for the nation's recent wave of bombings and attempted bombings.

The SCB was formed by Mayor Haydon Burns of Jacksonville, on May 3, 1958. He took the step six days after bombs had exploded in the James Weldon Johnson Junior High School for Negroes and the Jewish Center. Before the bombings, Jacksonville had been free of racial tensions.

At the first SCB conference, law-enforcement officers from 21 cities exchanged ideas on a plan of action. Assistant Chief Branch was named director. It was agreed that the logical preliminary steps would be to gather information on the Klans and similar groups, and on individuals engaged in anti-Semitic and anti-Negro activities. Through this information, the SCB could determine what alliances or working ties might exist among certain members of these groups.

Soon after the conference was formed, names and reports of anti-Jewish and anti-Negro incidents began pouring into the information filtering center in Jacksonville. Certain names cropped up repeatedly in reports from field investigators. Files were started and information exchanged within the SCB on a number of men. Among them were Wallace H. Allen, George Michael Bright, Kenneth Chester Griffin and two brothers, Robert and Richard Bowling.

On October 12, the Reform Jewish Temple at Atlanta, Ga., was ripped by dynamite, and, after the questioning of many suspects, those five men were indicted by a grand jury in connection with the bombing. According to the Atlanta police, all five men are allied with the Georgia division of the National States Rights Party. Kenneth Chester Griffin is described as Georgia state chairman. The men pleaded not guilty to the bombing charges.

Officials felt that there was little hope of obtaining a conviction, but the indictments proved beneficial to the police and to the SCB. The arresting officers, armed with warrants, now had the opportunity to search the homes of the suspects. They found abundant anti-Semitic and anti-Negro literature. The indictments also alerted the bombers to the fact that the SCB and other co-operating organizations were, as Branch put it, "breathing hard down their yellow backs."

Another name that appeared on the SCB information reports with noteworthy frequency was Jesse B. Stoner. Atlanta police confirm that, following the temple-bombing arrests, at least two of the accused signed statements in which they admitted attending a meeting on May 5, at which the bombing of the temple was proposed. The statements did not place Stoner at this meeting. But they did reveal that Jesse B. Stoner was mentioned as a source of supply for dynamite.

SCB files show Stoner to be a former insurance-company employee with ample opportunity to travel. His name appears in a number of the reports from cities co-operating with the SCB. He is a graduate lawyer, born of wealthy parents on April 13, 1924, in Chattanooga, Tenn. Early in life, he was crippled by polio and was disqualified from service in World War II.

Stoner has a record of Klan associations dating back to the early 1940's. In an interview published in the Atlanta *Constitution* in 1946, feature writer Jim Furniss reported:

"Stoner plans to form a third political party with a nucleus of Klansmen which will deal with what he calls racial and religious problems in a wholesale, if ruthless, manner. He will admit women because they are 'more gullible, easier to fool.' The essence of the new party will be 'to make being a Jew a crime punishable by death.'"

In the early 1950's, Stoner's views were more moderate. As "Archleader" of the Christian Anti-Jewish Party, he merely advocated legislation that would "expel the Jews to Palestine" and confiscate "their ill-gotten wealth for the benefit of the American people."

When Stoner was transferred by his company from Dublin, Ga., to Savannah, investigators went through trash baskets from his home and office and recovered about 30 pounds of cryptic messages, letters and anti-Semitic and anti-Negro literature. Some of this material had come from France, England, Sweden, Canada and South America. The investigators also unearthed a letter that read in part: "My friend who was away this week end trying to raise funds for our new party literature was fairly successful. He received promises that contributions will be forthcoming, but he will have to probably make a trip in order to collect the money. Then he will get right to work and get the material published. HOPE YOU CAN ATTEND THE MEETING. Most people will be there Sat. & Sun. . . . My 'hard core' will be there—hope you can make it." The letter was signed, and following the signature was the mark of a thunderbolt.

The thunderbolt was the insigne of the now disbanded Columbians, a militant anti-Negro, anti-Jewish youth movement that functioned in Atlanta shortly after World War II under the leadership of Emory Burke and New York socialite Homer Loomis, Jr. The members sported brown khaki shirts with thunderbolt shoulder patches similar to those worn by Hitler's German Nationalist groups. The Columbians' official publication was called *The Thunderbolt*. A publication bearing the same name and logotype as the long-defunct Columbian paper first appeared this summer, describing itself as the "Official Racial

continued

NASHVILLE

A fireman views the bomb-damaged ceiling of the Jewish Community Center. On the same day, March 16, another blast did $30,000 damage to Temple Beth-El in Miami, Fla., in what some feel is an interstate anti-Semitic conspiracy. Miami's Mayor High said, "There is no question that it is co-ordinated."

JACKSONVILLE

Representatives from four cities inspect bombed synagogue: l. to r., Mayors Ben West, Nashville, Tenn., Robert High, Miami, Fla., Haydon Burns, Jacksonville, and Police Commissioner Eugene Conner, Birmingham, Ala. After this blast, the Southern Conference was formed, and Jacksonville's assistant police chief, H. V. Branch (below), was named director.

ATLANTA

Four of the men indicted and one who was released in the Atlanta Temple bombing: l. to r., George M. Bright, Wallace H. Allen, Luther King Corley, who was set free, Kenneth Chester Griffin and Robert Bowling. The latter's brother, Richard Bowling (not shown), was also indicted but had not yet been arrested. Men are shown at habeas corpus hearing.

INVESTIGATION

In their war on bombings, investigators know they must obtain sure-fire evidence; with Federal help, they may soon get convictions

JACKSONVILLE

Mayor Burns, left, discusses remedial action with, l. to r., U. S. Sen. Jacob K. Javits of New York, Senator-elect Kenneth B. Keating of New York and Det. Sgt. J. O. Crews of the Jacksonville Intelligence Division.

BOSTON

Patrolman inspects damage in bombing of a home in Jamaica Plain, a Boston suburb. A meeting of Jehovah's Witnesses had been held there one hour before a bomb was planted outside.

PEORIA

A crude bomb shattered basement door (below) and windows in Peoria's oldest Jewish house of worship, Anshai Emeth Temple, on October 14. Racial tensions were at a minimum in Peoria at that time.

Nationalist Organ of the National States Rights Party." *The Thunderbolt* listed "Attorney J. B. Stoner" among the "nationally known speakers" to address the NSRP convention in Louisville.

What is known about the NSRP?

At the August convention, segregationist John Kasper introduced a resolution to draft retired Rear Adm. John G. Crommelin of Alabama to run for President in 1960 on the NSRP ticket. Crommelin is a wealthy landowner of Wetumpka, a suburb of Montgomery. He got few votes when he sought the nomination for governor in the Alabama Democratic primaries this year, on a platform dedicated to exposing the "Communist-Jewish conspiracy" to "rule a slavelike world population of copper-colored human mongrels."

National officers in the NSRP include Arthur Cole of La Follette, Tenn., chairman; Mrs. Peter Cowan of Indiana, vice-chairman; Ned Dupes of Tennessee, secretary-treasurer; and Matt Koehl of Milwaukee, organizer. State chairmen of the NSRP include the Rev. Dale J. Benjamin, Oregon; Don Hensley, Tennessee; C. M. Baxter, Washington; F. Allen Mann, Illinois; Mrs. Dolores Fields,

Kentucky; and Kenneth Chester Griffin, Georgia.

Except for Griffin, indicted in the Atlanta temple bombing, none of the national or state officers of NSRP have ever been linked with any acts or conspiracies involving violence.

Griffin, incidentally, was also arrested last July when he and four others picketed the Atlanta *Journal and Constitution*. The signs they carried were anti-Semitic in tone. One of them read: "Nasser outlawed the Communists and jailed his Reds, but your Jewish press lies that the Arabs are Reds." The four men who marched with Griffin are Luther King Corley, George M. Bright, Philip Luther Wilson and Billy Branham. Bright was among those indicted for the Atlanta temple bombing.

Another extremist group now active in the South and, in the opinion of the SCB, worthy of careful watching is the Knights of the White Camellia of the National Christian Church. At its head is Bill Hendrix, a battle-scarred veteran of Klan wars. Hendrix, like Stoner, was billed by *The Thunderbolt* as one of the speakers who would appear at the NSRP Louisville convention. The formation of the White Camellia group was announced after Hendrix returned to Florida, following a meeting of the various Klans at Montgomery last summer. He made the announcement while he was under fire from Florida's legislative meetings investigating reported Klan activity. Despite his avowal that he had quit the Klan, he still is a frequent speaker at Klan rallies in various sections of the South and spends many of his week ends addressing segregation groups.

For the record, Hendrix is opposed to Imperial Wizard Eldon L. Edwards, of the Georgia Klans. SCB investigators believe Hendrix is involved in a war with Edwards for control of national Klans. He describes Edwards as "so-called leader of the U. S. Klans who came in for money and has gotten many good people in trouble."

Hendrix, like Stoner, has no record of violence, but his jocular speaking style does not amuse the SCB. At a recent meeting attended by an SCB representative, he declared, "Now, I don't want you good people to go around blowin' up buildings or temples, but the next time somebody does blow up a temple, I sure hope it is filled with Jews."

"I don't advocate violence," Hendrix told another group, "but some people just plain need hangin'." He then mentioned the names of several white ministers, Negro leaders, Mayor Burns of Jacksonville and Gov. Leroy Collins of Florida.

The SCB has several leads on the big-money men behind these various operations, but, as yet, it has been unable to track them down. The fact that ready financial assistance is available is evident. An example of a well-oiled fund-raising machine comes from Montgomery, Ala., where two men, Sonny Kyle Livingston, Jr., 18, and Raymond C. Britt, Jr., 27, were arrested, with several others, following a wave of bombings that damaged Negro-occupied homes and churches. One of the Klan leaders admitted that the pair were members of the organization, but denied that the bombings were Klan-inspired.

Britt and Livingston, who looked like college students at their trial, were the only two tried for one of the church dynamitings. Police felt that they had excellent cases against the two and that, if Britt and Livingston were convicted, the others would be brought to trial. During the trial, the prosecution introduced a signed statement in which Livingston admitted he lit the fuse and threw the bomb, and named Britt as the driver of the car they used.

Despite what seemed like a welter of evidence against them, the two were acquitted. Within days after they were arrested, a defense fund of $65,000 had been sent into Montgomery to cover the Klansmen's legal fees and expenses.

SCB investigators know that they must obtain extraordinary evidence before they can hope for success in a court of law. They feel they would practically have to catch the dynamiters hurling their bombs before many Southern juries would even consider a conviction. In some Southern states, the dynamiting of an empty building carries the maximum penalty of death.

When the SCB first went to work, some radical groups were indignant that white gentiles should make any effort to protect Jews and Negroes. Officers working for the SCB became the target of financial, political and social pressures. Some were subjected to threats of violence. For the most part, however, the SCB has had wide support from responsible Southerners.

The Federal Bureau of Investigation had been reluctant to enter any bombing case officially until the bombing in Atlanta. Then FBI Director J. Edgar Hoover ordered his field officers to hold briefing sessions with law-enforcement officials and experts assigned to the SCB. Further assistance seems to be forthcoming. Lawmakers indicate that, in the next session of Congress, they plan to introduce drastic legislation that would give the fighters new and stronger weapons in their campaign against bombings. The Post Office Department may also move to ban the circulation of "hate" publications through the mails.

Mayor Burns, the man who started the SCB rolling, offers this thought: "The groups or individuals behind these bombings have already failed in their miserable effort. Ironically, their bombs have strengthened and united the very people they had hoped to destroy. Every thinking person deplores the use of violence to attain any goal. The Conference has made excellent initial progress, but it cannot become a complete success until every responsible citizen, North, South, East and West, forgets sectional differences and makes demands to track down and punish the perpetrators of senseless destruction." END

27 BOMBINGS AND ATTEMPTED BOMBINGS REPORTED IN 1958

1. **Charlotte, N. C., January 1.** *Marquee of a Negro and white drive-in theater was dynamited.*
2. **Chattanooga, Tenn., January 19.** *Explosion damaged Howard School for Negroes.*
3. **Tulsa, Okla., January 19.** *Crude bomb did little damage to a Negro's home.*
4. **Chattanooga, Tenn., January 27.** *Explosion was set off outside Phyllis Wheatley Branch Y.W.C.A., a community building for Negroes.*
5. **Columbus, Ga., January 27.** *Windows in Negro's home were shattered by a blast.*
6. **Gastonia, N. C., February 9.** *Bombing attempt was made at Temple Emanuel.*
7. **Charlotte, N. C., February 15.** *Five men were arrested for attempting to bomb Negro school.*
8. **Atlanta, Ga., February 17.** *Dynamite blast damaged a Negro's home in a white section.*
9. **Birmingham, Ala., February 20.** *The Rev. F. L. Shuttlesworth said a group of men tried to dynamite his Bethel Baptist Church (Negro).*
10. **Miami, Fla., March 16.** *Dynamite blast did $30,000 damage to Temple Beth-El's annex.*
11. **Nashville, Tenn., March 16.** *Jewish Community Center was ripped by a dynamite blast.*
12. **Atlanta, Ga., March 17.** *Bomb damaged an unoccupied house recently sold to a Negro in a predominantly white neighborhood.*
13. **Jacksonville, Fla., April 27.** *Bomb exploded at Jewish Center.*
14. **Jacksonville, Fla., April 27.** *Bombing damaged the James Weldon Johnson Junior High School for Negroes.*
15. **Birmingham, Ala., April 28.** *Attempted bombing of Temple Beth-El misfired.*
16. **Bessemer, Ala., May 17.** *Negro's home bombed.*
17. **Beaumont, Texas, June 21.** *A bomb, fashioned from a bottle of kerosene, was hurled against the home of Dr. Russell Long, biology professor at Lamar State College of Technology, which had been integrated in 1956.*
18. **Birmingham, Ala., June 29.** *Second attempt to blow up the Bethel Baptist Church failed.*
19. **Columbus, Ga., July 2.** *Negro home in a mixed neighborhood was partially demolished.*
20. **Durham, N. C., July 7.** *A bomb was flung at the home of the Rev. Warren Carr, Baptist chairman of a human-relations committee.*
21. **Birmingham, Ala., July 17.** *The home of a Negro who lives in a mixed neighborhood was blasted. Minutes later, a second bomb exploded in an empty field a block away.*
22. **Memphis, Tenn., August 5.** *The Negro Mt. Moriah Baptist Church was bombed.*
23. **Clinton, Tenn., October 5.** *Dynamite explosions rocked the integrated Clinton High School.*
24. **Atlanta, Ga., October 12.** *Reform Jewish Temple was heavily damaged by a dynamite blast.*
25. **Peoria, Ill., October 14.** *A crude bomb damaged the Anshai Emeth Temple.*
26. **Boston, Mass., October 15.** *Home was bombed after Jehovah's Witnesses meeting.*
27. **Osage, W. Va., November 10.** *Integrated junior high school was damaged by dynamite.*

Violence & Satin. – '61
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New Blow to Race Harmony

RHODE ISLAND'S reputation in race relations is bad enough without the added stigma of last week's clash in South Providence. As a result of that incident, the Providence branch of the National Association for the Advancement of Colored People has protested to Mayor Reynolds about alleged police brutality in quelling the disturbance and has called for an impartial investigation of the entire incident . . .

Witnesses claimed that police assaulted some Negroes without provocation and attacked others involved in the riot with undue severity.

Possibly the greatest error of judgment was the police use of dogs in the incident. Negroes who have memories of indiscriminate use of police dogs against citizens of Louisiana cannot fail to be affronted and aghast at the possibility of such methods here.

On the police side, there is no doubt that an unfortunate and delicate situation exists in South Providence. Undermanned patrols have a heavy burden in policing the area, and when trouble flares—as it is almost bound to do in the circumstances—it is difficult to keep a cool head and exercise restraint under provocation or in a sudden emergency.

In the heat of the moment, overenthusiasm or fear of irritation can lead to excesses. But police are supposed to be trained to cope soberly and efficiently with all situations, so we may hope that the complaints leveled against the police department represent only a momentary lapse.

One other factor in this unfortunate fracas should not be forgotten. The situation in South Providence has resulted in large measure from the uprooting, without adequate planning, of a whole community to make way for redevelopment projects. The result was the formation of a resentful ghetto in South Providence. For this consequence the city authorities must take some responsibility, just as the failure of the State legislators to pass a Fair Housing Bill this year made adequate resettling of the displaced Negro community almost impossible.

—Reprinted from Providence Visitor, August 4, 1961.

Interracial Review

MOB VIOLENCE AT A BESSEMER, ALABAMA HOME

On the evening of Feb. 29, 1960 a group of twelve Negro college students gathered to pray at a Negro park on Fifth Ave. and Sixteenth St. in Birmingham, Ala. Within minutes they were all picked up by the police, taken to City Hall, questioned and fingerprinted. The police chief Jamie Moore said they were brought "so we could get acquainted with them". The next day the names and addresses of all of them appeared in The Birmingham News. Robert Jones was one of them. His mother tells what happened a few days later at her home in Bessemer, Alabama.

On March 12, around 8:30 P.M. I heard a knock on the door. I got out of the bed and went to the door and asked who it was. Someone asked if William Jones (my husband) was home. I said he was not home and started back to bed. There was a knock on the door again. Someone said "We're policemen" and demanded that I open the door. When I opened the door, about five white men walked in and asked for my son Robert. I asked what they wanted with him. They said they had a warrant for him. I asked them to read it, but they did not answer. Then three white men came in through the back way with guns drawn. They had broken down the back door. There were now eight white men in the house, all armed with guns, sticks, pipes, and I don't know what else. When they tried to get to Robert I blocked them and the fighting began. They started beating me and my daughter, but we fought as best we could. One of them stood over me and broke my leg with a weapon. I was knocked in the head with such force that the wound required nine stitches. My finger was broken as I swung my hand trying to knock a weapon from one of them. After the fight my whole body was full of bruises and whelps. My daughter also had many bruises on her body. But they did not take Robert out. They ran out and sped away in about six cars which they had come in. We went next door to call the police as we did not have a phone, but the phone wires had been damaged so that it was impossible to call from there. We went to another neighbor's house and called the police.

A neighbor said she heard the screaming and thought there was a fire. She came to the door, but was ordered back into the house by a white man standing near her house. She went back, but when the screaming continued, she ran out on the porch to see what the trouble was. This time the man hollered "Auntie don't come out here, It's the police".

I had to spend about ten days in the hospital and about three months on crutches, but it still pains me to walk. I weighed 185 lbs. at the time of the attack. My weight is now 130.

This is an experience that I can never get over as it has left its mark on me. And I cannot feel safe even now, since, to my best recollection, the man who stood over me and broke my leg was a deputy.

Full details have been given to the F. B. I.

M. M. Jones

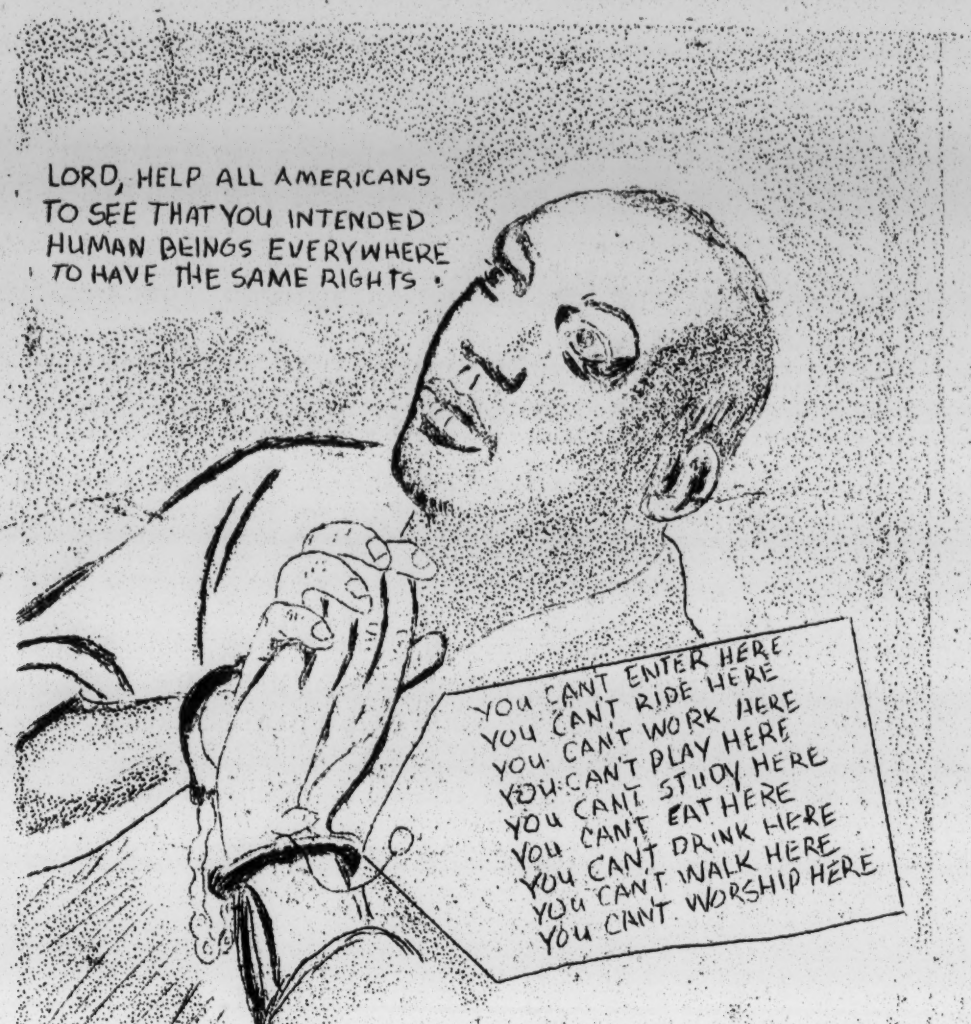
Sponsored by,

The Inter-Citizens Committee
Box 1443
Birmingham, Alabama

J.L.Ware President

C.H.Oliver Secretary

THE COST OF THE
STRUGGLE FOR FREEDOM
IN BESSEMER, ALABAMA
AS TOLD BY ASBURY
HOWARD JR.
SPONSORED BY
THE INTER-CITIZENS
COMMITTEE,
BOX 1443
BIRMINGHAM, ALABAMA



AS A RESULT OF THE PAINTING OF THE ABOVE CARTOON IN BESSEMER, ALABAMA, I AND MY FATHER WERE JAILED, SENTENCED, AND MOBBED IN THE VERY COURT OF JUSTICE, AND NONE OF OUR ATTACKERS WERE ARRESTED.

THE PICTURE WAS TAKEN BY MY FATHER FROM A KANSAS CITY NEWSPAPER, AND WAS TO BE USED IN OUR LOCAL VOTER'S LEAGUE TO URGE NEGROES TO VOTE. DAD HIRED A WHITE PAINTER TO MAKE A COPY. BUT BEFORE IT WAS COMPLETED IT WAS WEEN BY A WHITE PERSON WHO IMMEDIATELY NOTIFIED THE POLICE. THE POLICE CHIEF CAME AND ARRESTED DAD ON THE AFTERNOON OF WEDNESDAY, JAN. 22, 1959. HE WAS CHARGED WITH BREACH OF THE PEACE AND INCITING TO RIOT. THE TRIAL WAS HELD ON SATURDAY, JAN. 25, 1959. AT THE TRIAL DAD WAS FOUND GUILTY AND SENTENCED TO SIX MONTHS IN JAIL AND $100.00 PLUS COSTS. MY FATHER APPEALED THE DECISION.

AS WE WERE LEAVING THE COURT ROOM ON THE WAY TO THE BONDING COMPANY TO MAKE APPEAL BOND, TWO WHITE MEN STEPPED IN FROM OF ME SEPARATING ME FROM DAD. THIS HAPPENED WHILE WE WERE GOING DOWN A NARROW STAIRWAY TO THE LOBBY OF THE COURT BUILDING. AS DAD GOT TO THE BOTTOM STEP IN THE LOBBY OF THE COURT BUILDING, ONE OF THE MEN IN FRONT OF ME NODDED TO A STRONGLY BUILTY WHITE MAN WHO WAS STANDING AT THE BOTTOM OF THE STAIRWAY WITH BLACKJACK IN HAND. I REALIZED THAT THE MEN WERE BLOCKING ME SO THEY COULD GET TO DAD. WHEN THE MAN NODDED, I SHOUTED TO DAD TO LOOK OUT. AT THAT MOMENT THE MAN WITH THE BLACKJACK SWUNG AND STRUCK DAD ON THE HEAD WITH THE BLACKJACK. IMMEDIATELY ABOUT FORTY WHITE MEN WHO WERE GATHERED IN THE LOBBY SPRANG TO THE ATTACK. MANY OF THEM HAD BLACKJACKS AND KNIVES IN THE HALLS OF JUSTICE. MY MOTHER RUSHED OUT AND CRIED, "THEY'RE KILLING MY HUSBAND AND MY SON". ONE OF THE MEN PLACED A KNIFE ON HER STOMACH AND TOLD HER IF SHE HOLLERED AGAIN HE WOULD CUT HER ENTRAILS OUT.

WHEN THE MEN JUMPED ON DAD, I SHOVED THE TWO MEN BLOCKING ME DOWN THE STAIRWAY AND DIVED HEADLONG INTO THE BUNCH. BOTH MY FATHER AND I WERE FIGHTING FOR OUR VERY LIVES IN THE HALLS OF JUSTICE. THE ODDS WERE ALMOST FORTY TO ONE AGAINST US, AND WE WERE SEVERLY MOBBED. THERE WAS AN OFFICER AT THE DOOR, AND THERE WERE MANY OFFICERS IN THE COURT BUILDING. BUT NONE OF THEM CAME TO OUR RESCUE. FINALLY, AFTER WHAT SEEMED ABOUT EIGHT OR TEN MINUTES, A GROUP OF OFFICERS CAME FROM UPSTAIRS CALLING ON EVERYONE TO BREAK IT UP. MY FATHER'S FACE AND MINE WERE BLOODY, AND OUR BODIES WERE MUCH BRUISED, YET NO ARRESTS WERE MADE, AND ALL THE MEN IMMEDIATELY LEFT THE LOBBY AND WENT OUTSIDE. A WITNESS SAID THAT MY FATHER WAS SO DAZED AS HE CAME FROM THE COURT BUILDING THAT HIS EYES WERE FIXED AND HE SEEMED TO BE IN ANOTHER WORLD.

A LARGE CROWD GATHERED OUTSIDE, WHICH THE OFFICERS BEGAN TO DISPERSE. I NOTICED THAT I WAS BEING PUSHED IN THE OPPOSITE DIRECTION FROM MY FATHER. WHEN I TRIED TO GET TO HIM, I WAS ARRESTED AND JAILED ON THE CHARGE OF DISORDERLY CONDUCT AND DISOBEYING AN OFFICER. AT MY TRIAL I WAS FOUND GUILTY AND SENTENCED TO 360 DAYS AND $200.00 PLUS COSTS. I APPEALED THE DECISION.

MY FATHER DID MAKE BOND, BUT THE OFFICIALS SAID IT WAS IMPROPERLY MADE OUT. SO HE WAS JAILED AND HAD TO SERVE THE SENTENCE. HE

SERVED HIS TIME WORKING ON THE STREETS OF BESSEMER. AND THOUGH WE ARE CONTINUALLY HARRASSED AND INTIMIDATED, WE WILL NOT GIVE UP IN OUR STRUGGLE FOR JUSTICE AND EQUALITY BEFORE THE LAW.

THE ARTIST WHO MADE THE PAINTING WAS LIKEWISE SENTENCED TO SIX MONTHS AND FINED $100.00. UNABLE TO SECURE A LAWYER, HE SERVED THE SENTENCED AND DAD PAID THE FINE.

BOTH MY FATHER AND I ARE REGISTERED VOTERS, BUT THE REGISTRARS ARE SEEKING TO REMOVE OUR NAMES FROM THE LIST OF VOTERS BECAUSE OF THE CHARGES LAID AGAINST US. FOR TWO YEARS I SERVED IN THE ARMED FORCES, ONE OF THEM BEING SPENT IN THE KOREAN CONFLICT. BUT WHEN WE SEEK TO EXERCISE THE DEMOCRACY AT HOME FOR WHICH WE FIGHT ABROAD, WE ARE MET WITH MOB VIOLENCE AND JAIL SENTENCES, WHILE THE MOBS GO FREE.

ON THE SAME DAY OF THE ATTACK WE FILED A COMPLAINT WITH THE F.B.I. SO FAR, NO ACTION HAS BEEN TAKEN AGAINST THE PERPETRATORS OF THIS FOUL DEED. NATURALLY WE ASK, "WHAT IS THE DUTY OF LOYAL CITIZENS?- WHAT IS THE REWARD FOR LOYALTY AND GOOD CITIZENSHIP?- WHAT RIGHTS ARE GUARANTEED TO THE NEGRO CITIZENS OF ALABAMA??"

WILL YOU HELP US IN OUR FIGHT TO MAKE AMERICA MORE TRULY THE LAND OF THE FREE?

ASBURY HOWARD JR.

Asbury Howard Jr.

THE INTER-CITIZENS COMMITTEE
BOX 1443
BIRMINGHAM, ALABAMA

J.L. WARE PRESIDENT

C.H. OLIVER SECRETARY

The following account of inhumanity in our country speaks for itself. After reading it, ask yourself what you can do to make America safe for all her loyal citizens.

I am a minister of the gospel. My name is Rev. T.D.Wesley. I was pastor of two churches in Shelby county, Alabama - the Liberty Baptist Church of Siluria for twelve years, and the New Mt. Moriah Baptist Church of Calera for fourteen years. But because of inhuman treatment meted out to me without a cause, and because of lack of protection from the law, I have had to leave my home and my churches and flee for my life with my faithful wife by my side. It happened here in the land of free and the home of the brave. I share it with you.

On Nov. 3, 1957, I was on my way home from Siluria, Alabama to Centreville, Alabama on State Highway 25 about 6 or 8 miles below Montevallo at Bibb furnace, an old Alabama landmark. I was stopped by a group of hoodlums known as the Ku Klux Klan. They blocked the road ahead of me. I pulled to the side of the road and stopped. Their cars were stopped both in front of me and behind me. They had loud sirens on their cars, which at first gave me the impression that they were highway patrolmen, but I soon found out otherwise. It was around 4:30 in the afternoon that they stopped me. Being a law abiding citizen, and seeing the road blocked, I stopped my car on the side of the road, and a group of men unknown to me came up and tried to handcuff me. They claimed that I was preaching and teaching integration, which I had not thought of doing, due to the fact that the Supreme Court had passed the school decision in May, 1954. And being a minister of the gospel, preaching Jesus Christ and Him crucified, I was too busy to turn aside to something as firm as this decision should be to all Americans.

When they tried to handcuff me I fought, but was knocked out. In my judgment there were about 15 or 20 men posing as law officers. They put me in one of their cars and carried me into the woods, the exact spot unknown to me. They beat me unmercifully. When I came to, I was locked in the trunk of my car. The car had been driven about 15 miles from where they stopped me and was left near the Cahaba river in what is known in Bibb County as the river bend, with me locked in the trunk. I managed to maneuver the lock until I got the trunk door open. It was a most painful struggle to get out of the trunk and crawl into the driver's seat and drive home, a distance of about eight miles. When I got home I called for help as I could barely walk. A neighbor and my wife carried me in. I was taken by ambulance to the Good Samaritan Hospital in Selma. My family called the local sheriff Mr. Carl Griffin and his force and they questioned me with reference to who did the beating. I was unable to give them any information concerning the persons who beat me, due to the fact that they were all strangers to me. I heard voices that sounded familiar, but they had blindfolded me, and being also in a daze, I was unable to tell who the men were.

I was in the hospital for about two weeks, after which I came home and resumed my pastoral work. On December 23, 1957 at around 9:45 P. M. a dummy was thrown on my porch with blood red paint on it and a note taped to it stating to me to get out of the south in ten days. On January 1, 1958 I left my home and have been in exile ever since.

I am a taxpayer in Bibb county. I own forty acres of land and four houses there, and three acres in Centreville. I have been a qualified voter since 1944 and when I paid $34.50 poll tax in order to vote, and the next year I paid the remainder of the required amount of $1.50 I am still a qualified voter in Centreville. I have lived there fifty five years and have reared a family of nine children. They all graduated from the Bibb County High School, from which I also graduated. I have not agitated against segregation vocally, but I have lived against it, and I still do today, and will do so until God calls me home. I have had five sons to go overseas to serve their country. My oldest son, Alex J. Wesley, paid the supreme sacrifice for his country on the coast of Normandy on July 8, 1944

under General Eisenhower. His name is inscribed on a monument located in front of the Court House in Centreville.

Since leaving Centreville I have been living in Jefferson County, but I still continued my two pastorates. But when on November 16, 1958 the front of the New Mt. Moriah Baptist Church in Calera was shot seventeen times, I resigned from my two Churches. These and many other acts of violence and intimidation made it impossible for me to continue to live or to preach in what I must sorrowfully call my former home, though my houses and property are still there.

The facts of my case were given to the local authorities and F. B. I. soon after I was beaten in 1957. The chief responsibility for my safety lies with the local authorities, but I have no assurance that my life will be safe in my former home.

Can this be America? Yes, this is America. What protection will America give to her loyal citizens. Is it right for Negro citizens to die abroad to <u>defend</u> American democracy and to die at home for <u>practicing</u> American democracy?

What can you do to make America safe for Negro citizens? An America that is safe for black people is also an America that is safe for white people.

Rev. T. D. Wesley.

Rev. T. D. Wesley

Sponsored by,
The Inter-Citizens Committee
Box 1443
Birmingham, Alabama

On Saturday night, July 2, 1960 at around 10:30 o'clock I locked the door of my dry cleaning establishment and started home. I had walked about a block and a half homeward, and as I drew near to house number 822 on Eighth Terrace and Forty-fifth Street, a police car with two officers in it rushed up and stopped in front of the same house. There was a group of about seven or eight Negroes who appeared to be having a party on the front lawn as they were playing cards. One of the officers jumped out of the car and ran into the house without pausing or knocking. The other officer stood in the yard near the sidewalk. I walked around him. I then asked the question, not directly to anyone, but in the hearing of the officer, "Is this the way the police answer a call?" At this point the officer asked me what did I say. I stated the question again, "Is this the way the police answer a call?" He asked me did I live here and what did I have to do with it. I told him "No, I don't live here. This is a customer of mine. I do his cleaning." Then the officer, whose name I later learned was Williams, told me to put up my hands. He searched me, after which he told me to get into the car. He made me take off my cap. Shortly the other officer, whose name was Ryles, came out of the house alone and got into the car and asked, "What have you got here?" Officer Williams said, "This boy got smart with me." Ryles said to me, "My buddy said you got smart with him." I said, "No, I didn't get smart. I simply said is this the way police answer a call." Then Ryles said, "Nigger don't you know I'll kill you. I'll beat your brains out." I said, "Officer you don't look like the type that would do such a thing." He said, "I will." I said, "You might do that, but I don't believe you would do such a thing." He asked for my identification, which I gave to him. He asked if I belonged to the N.A.A.C.P. I told him, "You would think I was crazy if I told you no." They discussed briefly what charge they would place against me, and decided to place a drunk charge. They called the paddy wagon to meet them at Tenth Avenue and Thirtieth Street. I was taken to jail. When we got to jail I asked for a medic. The warden said, "We don't have medics for drunks. You're drunk, you don't need a medic." I was denied the privilege of making a call. I was taken to a room that had in it 57 men and 10 steel beds. I sat up all night on the floor. My wife found out about my arrest and came to the jail but was not allowed to see me. She then returned to the bonding house near the jail and waited all night.

At about 4:15 A.M. I was called and asked to sign a statement which would have implied that I was guilty of the charge. This I refused to do, since I am not a drinker, nor have I ever been drunk. I was then taken back to the ward. At around 6:30 A.M. bond was made for me and I was released.

My trial was held on July 7. Though there were ten witnesses to testify that I was not drunk, the judge heard only two of them. The judge said that the officers were not capable of lying, and "I will rule on this case as I do on most any other case", and he thereupon <u>found me guilty!</u>! I have appealed the decision.

I am a loyal, voting citizen of Alabama. I am married and am the father of eight lovely children. I believe in God and desire to do good to all men. This experience has made me more determined than ever to take my stand for justice, righteousness and human dignity. Will you lend your moral and financial support to the struggle in our city and state for first class citizenship?

Mr. Vann English Jr.

Sponsored by The Inter-Citizens Committee
Box 1443
Birmingham, Alabama

J. L. Ware, President

C. H. Oliver, Secretary

Clips - Vio. + Intim

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DOCUMENT NO. 7 ON HUMAN RIGHTS IN ALABAMA

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UNPROVOKED SHOOTING OF THEOTIS CRYMES BY POLICE OFFICER PARALYZES HIM FOR LIFE; OFFICER GOES FREE.

THEOTIS CRYMES (26)
SIX YEARS IN THE ARMED SERVICES; FATHER OF THREE SMALL CHILDREN; SHOT IN BACK BY POLICE OFFICER; PARALYZED FOR LIFE

SPONSORED BY

THE INTER-CITIZENS COMMITTEE
BOX 1443
BIRMINGHAM, ALABAMA

J. L. WARE PRESIDENT
C.H. OLIVER SECRETARY

ANOTHER CASE OF ALABAMA JUSTICE

I AM A VETERAN. I SERVED IN THE ARMED FORCES OF THE U.S. FOR SIX YEARS. I HAVE A WIFE AND THREE SMALL CHILDREN. BUT AFTER HAVING BEEN SHOT IN THE BACK BY AN OFFICER, I HAVE BEEN PARALYZED FOR LIFE, AND AM NOW CONFINED TO A WHEELCHAIR. I TELL MY STORY IN THE HOPE THAT SOMEWHERE IN AMERICA SOMETHING CAN BE DONE TO HELP ME AND OTHER VICTIMS OF INJUSTICE.

ON THE NIGHT OF MARCH 19, 1960 I WAS DRIVING HOME FROM BESSEMER, ALABAMA TO MONTEVALLO, A DISTANCE OF ABOUT 20 MILES. I WAS DRIVING ABOUT 60 MILES AN HOUR. A FRIEND AND NEIGHBOR, JAMES MORROW WAS WITH ME. WHEN WE PASSED THROUGH HELENA, ALABAMA, I NOTICED A CAR SOME DISTANCE BEHIND US, BUT PAID NO ATTENTION. AFTER DRIVING ABOUT FOUR MILES FURTHER, THIS CAR CAUGHT UP WITH ME AND BUMPED INTO MY CAR FROM BEHIND, ALMOST KNOCKING MY CAR OFF THE HIGHWAY. I PULLED OVER AND STOPPED. THE OTHER CAR STOPPED RIGHT BEHIND ME, A RED LIGHT FLASHING ON THE TOP. IT WAS NOT FLASHING WHEN IT WAS FOLLOWING ME AND WHEN IT HIT ME.

I GOT OUT OF MY CAR AND AN OFFICER CAME AFTER ME AND WOULD HAVE STRUCK ME WITH HIS GUN, BUT I THREW UP MY HANDS TO KEEP FROM BEING STRUCK. I ASKED WHAT THIS WAS ALL ABOUT, AND WHAT I HAD DONE. HE THEN ASKED IF I HAD ANY WHISKEY IN MY CAR AND I TOLD HIM NO. HE MADE ME PUT MY HANDS UP ON HIS CAR, AND HE BEGAN TO SEARCH ME. AND WHILE I WAS STANDING WITH MY HANDS UP ON HIS CAR, HE SHOT ME IN THE BACK, PARALYZING ME FROM THE WAIST DOWN. MY FRIEND, JAMES MORROW, HAD GOTTEN OUT OF MY CAR ON THE SAME SIDE WHERE WE WERE STANDING. BUT A WHITE MAN IN PLAIN CLOTHES WHO WAS WITH THE OFFICER, GOT OUT AND POINTED A CARBINE RIFLE AT HIM AND

MADE HIM GET BACK INTO THE CAR. I HAD FALLEN ON MY BACK IN THE HIGHWAY.

I LOOKED UP AT THE OFFICER AND ASKED WHY HE SHOT ME DOWN LIKE THIS. HE ONLY SAID "SHUT UP, NIGGER".

ANOTHER CAR CAME OVER THE HILL IN FRONT OF US. I WAS LYING IN THE HIGHWAY UNABLE TO GET UP. I SAW THE CAR COMING AND MANAGED TO RAISE UP ON MY ARMS TO KEEP FROM BEING STRUCK. THE CAR BARELY MISSED ME. THE PERSON IN THE CAR HAPPENED TO BE A FRIEND AND NEIGHBOR OF MINE. HE STOPPED AND CAME TO SEE WHAT WAS GOING ON. I TOLD HIM I HAD BEEN SHOT. HE ASKED WHY, AND I TOLD HIM I HAD NOT DONE ANYTHING. HE OFFERED TO HELP PUT ME INTO THE CAR. I WAS TAKEN TO A HOSPITAL IN ALABASTER, ALABAMA. AFTER GETTING TO THE HOSPITAL I PASSED OUT. WHEN I CAME TO, I WAS IN THE VETERANS' HOSPITAL IN BIRMINGHAM, ALABAMA.

WHEN THE F.B.I. WAS NOTIFIED OF THE INCIDENT, THEY MADE AN INVESTIGATION. THE OFFICER WHO SHOT ME WAS POLICE CHIEF ROY DAMRON OF HELENA, ALABAMA. FOLLOWING AN F.B.I. INVESTIGATION, DAMRON WAS INDICTED BY A FEDERAL GRAND JURY. THE TRIAL OF DAMRON WAS HELD ON DEC. 12 AND 13, 1960. HE CLAIMED THAT I WAS ADVANCING ON HIM WITH A KNIFE, AND THAT I TRIED TO GRAB HIS GUN. BUT GOD IN HEAVEN KNOWS THAT THIS IS NOT TRUE. NEITHER JAMES NOR I HAD A KNIFE.

IN SPITE OF THE FACT THAT DAMRON AND THE OTHER MAN WITH HIM GAVE CONFLICTING STORIES OF WHAT HAPPENED, AND IN SPITE OF THE FACT THAT DAMRON WAS OUT OF HIS JURISDICTION WHEN HE SHOT ME,

AN ALL WHITE JURY, AFTER SHORT DELIBERATION, RENDERED A VERDICT OF NOT GUILTY.

I AM NOT NOW ELIGIBLE FOR HELP FROM THE GOVERNMENT BECAUSE OF THE CHARGE OF MISCONDUCT LAID AGAINST ME. I GLADLY SERVED IN THE ARMED FORCES TO HELP DEFEND MY COUNTRY. BUT MY OWN COUNTRYMEN HAVE SHED MY BLOOD WITHOUT A CAUSE, AND A FEDERAL COURT HAS UPHELD THE INJUSTICE. I HAVE BEEN INFORMED THAT THIS IS THE END OF THE CASE AS FAR AS REMEDIAL JUSTICE IS CONCERNED. SO NOW I CAN ONLY TELL MY STORY IN THE HOPE THAT THE CONSCIENCE OF AMERICA MIGHT BE AWAKENED, AND ALSO THAT BY SOME MEANS I MIGHT BE ENABLED TO PROVIDE FOR MY FAMILY.

SIGNED,

Theotis Crymes

WHEN ONE READS IN THE LOCAL BIRMINGHAM NEWSPAPER OF A POLICE OFFICER WHO WAS FIRED BECAUSE HE REPORTEDLY ONLY SHOT INTO THE FENDER OF A CAR HE WAS CHASING (WHICH HE CLAIMED WAS GOING OVER 100 MILES AN HOUR, THE OCCUPANTS BEING WHITE), AND THEN READS ALSO THAT A FEDERAL COURT EXONERATES AN OFFICER WHO SHOOTS DOWN AN UNARMED, INNOCENT NEGRO IN COLD BLOOD, ONE MIGHT WELL QUESTION THE EXISTENCE OF JUSTICE IN THE STATE AT ALL.

THE INTER-CITIZENS COMMITTEE

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DOCUMENT NO. 8: ON HUMAN RIGHTS IN ALABAMA

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As related by Percy Royster Jr. of Bessemer, Alabama

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SPONSORED BY
THE INTER-CITIZENS COMMITTEE
BOX 1443
BIRMINGHAM, ALABAMA
PRESIDENT J. L. WARE
SECRETARY C.H.OLIVER

I AM A RESIDENT AND NATIVE OF BESSEMER, ALABAMA, AND AM A VETERAN OF THREE YEARS' SERVICE IN THE U.S. ARMED FORCES. AS OF THIS WRITING, (DEC. 1960)I AM A SENIOR AT MILES COLLEGE IN BIRMINGHAM.

ON THE AFTERNOON OF SATURDAY, NOV. 19, 1960, I WENT TO A GROCERY STORE IN DOWNTOWN BESSEMER WHERE I FREQUENTLY BUY GROCERIES. AFTER I CAME OUT, I WAS STANDING IN FRONT OF THE STORE (LOCATED ON 19th St. at 5th Ave.)TALKING TO A GROUP OF YOUNG MEN. IT WAS ABOUT 5:15 P.M. AN OFFICER CAME BY AND SAID, "YOU NIGGERS GET YOUR BLACK ------ BACK SO THESE WHITE PEOPLE CAN PASS." HE THEN SAID TO US, "YOU LOOK LIKE YOU DON'T LIKE IT". I SAID NOTHING. HE ORDERED ME TO GO UP TO THE ALLEY, A DISTANCE OF ABOUT HALF A BLOCK. WHEN WE GOT THERE HE SAID TO ME, "A NIGGER AIN'T ------. I'D SHOOT A NIGGER LIKE I'D SHOOT A DOG". HE TOLD ME TO GO ON HOME. I WALKED BACK DOWN 19th ST.TO A TAXI STAND NEXT DOOR TO THE GROCERY STORE AND ASKED FOR A CAB. THE OFFICER WAS WALKING SEVERAL STEPS AHEAD OF ME. BUT AS I WAS INQUIRING ABOUT A CAB, HE CAME BACK IN MY DIRECTION. I STARTED TO WALK AWAY, BUT HE CALLED ME AND ASKED FOR MY IDENTIFICATION. I GAVE HIM MY DISCHARGE PAPER FROM THE ARMY. WHEN HE SAW THAT I HAD SERVED IN THE ARMED FORCES HE SAID, NIGGER, YOU'RE NOT IN THE ARMY NOW. YOU'RE GOING TO ACT IN ALABAMA LIKE NIGGERS DO."

HE TOOK ME TO JAIL TO THE REAR ENTRANCE. HE TRIED TO HIT ME JUST AS WE WERE ENTERING BUT I BLOCKED THE BLOW. WHEN WE GOT INSIDE, THE DESK SERGEANT ASKED THE OFFICER WHAT THE CHARGE WAS. THE OFFICER TOLD HIM HE WOULD TALK ABOUT THAT LATER. I WAS TAKEN TO A CELL, AND AFTER ABOUT 15 MINUTES I WAS BROUGHT BACK DOWN TO THE DESK SERGEANT. THE DESK SERGEANT ASKED ME MY NAME AND MY FATHER'S NAME, WHICH I TOLD HIM. HE ASKED ME MY MOTHER'S NAME AND I ANSWERED MRS. MARY E. MOON. THEN HE SAID, "NIGGER, AIN'T YOU GOT NO DAMN BETTER SENSE THAN THAT." I ASKED WHAT DID HE MEAN AND HE SAID, "AIN'T NO NIGGER WOMAN NO MRS. IN BESSEMER. YOU GET YOUR BLACK ------BACK UPSTAIRS TILL YOU LEARN SOME SENSE".

I WAS TAKEN BACK TO A CELL FOR ABOUT TWO HOURS, AFTER WHICH I WAS BROUGHT BACK DOWN AGAIN. THIS TIME THERE WERE SEVERAL OFFICERS AROUND THE DESK OF THE SERGEANT. THEY WERE SEARCHING A NEGRO. ONE OF THEM CURSED HIM AND KICKED HIM. THEN ONE OF THEM STRUCK AT ME AND KICKED AT ME. I DUCKED AND RAN BACK UPSTAIRS, ONE OF THEM KICKING ME ON THE LEG AS I RAN BY HIM.

AFTER ABOUT 20 MINUTES I WAS BROUGHT BACK DOWN AGAIN. I WAS NOT TOLD WHAT I HAD DONE WRONG, AND AS FAR AS I KNEW, NO CHARGE HAD BEEN LAID AGAINST ME. YET I WAS HELD IN JAIL FOR HOURS AND WAS CURSED AND ABUSED BY OFFICIALS OF THE LAW.

THE SERGEANT ASKED IF I WANTED TO GET OUT OF JAIL AND I SAID I WOULD APPRECIATE IT IF I COULD. HE GAVE ME THE NAMES OF TWO BONDSMEN TO CALL, BUT I REQUESTED TO CALL MY AUNT. THE SERGEANT SAID THAT I HAD ONE DAMN CALL TO MAKE AND I WAS GOING TO CALL ONE OF THE BONDSMEN OR GO BACK UPSTAIRS. THEN HE CALLED ONE OF THE BONDSMEN, AFTER WHICH HE SAID TO ME, "PERCY, THERE AIN'T NO SENSE IN THIS IS IT? YOU HAVE LIVED IN BESSEMER LONG ENOUGH TO KNOW HOW TO ACT." I DID NOT ANSWER.

SOON A BONDSMAN CAME IN. MY BOND WAS SET AT $50.00. I HAD TO GIVE HIM $10.00, THEN I WAS ALLOWED TO GO HOME. STILL I DID NOT KNOW WHAT CRIME I HAD DONE. IT WAS NOT UNTIL DEC. 1, ALMOST TWO WEEKS LATER, THAT I LEARNED WHAT THE ACTUAL CHARGE WAS. ON THAT DAY I WENT TO THE CITY ATTORNEY'S OFFICE TO SEEK AID, AND

IT WAS HERE THAT I LEARNED THAT I WAS CHARGED WITH LOITERING, OR FAILURE TO MOVE ON AFTER AN OFFICER HAD TOLD ME. BUT THE OFFICER DID NOT TELL ME TO MOVE ON, BUT SAID TO A GROUP OF US, "YOU NIGGERS GET YOUR BLACK ------ BACK SO THESE WHITE PEOPLE CAN PASS."

I HAVE NOT BEEN TRIED. I HAVE NOT FACED A JUDGE, NOR HAVE I BEEN ASKED TO. I HAVE ONLY BEEN TOLD THAT MY FINE WAS $10.00. THIS GRAVE INJUSTICE IS NOTHING UNUSUAL IN BESSEMER, BUT I GLADLY TELL IT IN THE HOPE THAT SOMEWHERE SOMETHING CAN BE DONE TO HELP BRING JUSTICE TO THE MANY LOYAL CITIZENS HERE WHO SO FREQUENTLY MEET WITH INHUMAN TREATMENT.

SIGNED, B. L. Loyster Jr.

DOCUMENT NO. 9 ON HUMAN RIGHTS IN ALABAMA.
RELATED BY ARTHUR BACON, SENIOR AT TALLADEGA COLLEGE, TALLADEGA, ALA.

ON JANUARY 2, 1961, I WAS RETURNING BY TRAIN FROM MY HOME IN WEST PALM BEACH, FLORIDA, TO TALLADEGA AFTER THE HOLIDAY SEASON. I GOT OFF THE TRAIN AT ANNISTON, ALABAMA, AND WENT INTO THE WAITING ROOM MARKED "INTERSTATE PASSENGERS" AND WAITED TO BE PICKED UP AND TAKEN TO TALLADEGA BY CAR. THE WAITING ROOM WAS ONE WHICH TRADITIONALLY HAD BEEN RESERVED FOR WHITE ONLY, BUT AS A RESULT OF A SUPREME COURT RULING, IT COULD NO LONGER BE THUS SEGREGATED, AND I FELT I SHOULD EXERCISE MY RIGHTS AS A CITIZEN.

I NOTICED TWO WHITE MEN IN THE WAITING ROOM WATCHING ME CLOSELY AND TALKING BETWEEN THEMSELVES. I WENT IN AND OUT OF THE WAITING ROOM SEVERAL TIMES TO SEE IF THE CAR I WAS WAITING FOR HAD ARRIVED. AFTER ABOUT HALF AN HOUR THE CAR ARRIVED AND I WENT OUT AND GOT IN. THE DRIVER OF THE CAR WAS AN EMPLOYEE OF TALLADEGA COLLEGE.

BUT BEFORE WE DROVE OFF, ABOUT FOUR WHITE MEN CAME UP TO THE CAR. ONE OF THEM SAID, "WHERE'S THE NIGGER WHO WAS SITTING IN WITH THE WHITES?" ONE OF THEM OPENED THE DOOR BY THE DRIVER AND STRUCK HIM IN THE FACE WITH A BLACKJACK, KNOCKING OUT THREE TEETH. THEY TRIED TO PULL HIM FROM THE CAR, BUT HE HELD ON. ONE OF THE MEN WHO HAD BEEN IN THE STATION POINTED TO ME AND SAID, "HE'S SITTING IN THE BACK". I STARTED TO GET OUT OF THE CAR, AND WHILE I WAS COMING OUT OF THE DOOR ONE OF THEM STRUCK ME ON THE TEMPLE WITH A SAWED OFF BASEBALL BAT. THEN THEY ALL STARTED BEATING ME OVER THE HEAD WITH BLACKJACKS AND STICKS. MY HEAD WAS SOON BLOODY ALL OVER, AND I FELT MYSELF LOSING CONSCIOUSNESS. EACH BLOW WAS STRUCK WITH SUCH FORCE THAT I COULD ONLY SEE BLACK. IT SEEMED THAT THEY WERE TRYING TO KILL ME. SOON I DID NOT KNOW WHAT WAS HAPPENING, BUT WAS LATER TOLD THAT A WHITE RANGER DROVE UP AND THE MEN STOPPED BEATING ME AND FLED.

ABOUT FIVE MINUTES AFTER THE BEATING WAS OVER THE POLICE ARRIVED, AND ALSO AN AMBULANCE. I WAS TAKEN TO THE HOSPITAL. TWO OF MY TEETH HAD BEEN BROKEN OFF AND ONE KNOCKED OUT, AND I HAD TO HAVE SEVERAL STITCHES IN MY HEAD.

AS A RESULT OF THIS INCIDENT, ONE WHITE MAN WAS ARRESTED, BUT I WAS NOT ABLE TO IDENTIFY HIM AS I WAS NOT IN A POSITION TO OBSERVE CLEARLY WHO MY ATTACKERS WERE.

ON JANUARY 5 MOST OF THE STUDENT BODY FROM TALLADEGA COLLEGE WENT TO ANNISTON AND MARCHED AROUND THE POLICE STATION IN SILENT PROTEST. AND THOUGH THEY WERE HECKLED, JEERED, AND SPAT UPON BY ANGRY WHITE SPECTATORS, THEY DID NOT RETALIATE. SOME OF THE WHITE PEOPLE HAD GUNS AND BLACKJACKS BUT THEY WERE NOT ARRESTED. ONE STUDENT WAS STRUCK IN THE FACE WITH AN IRON CHAIN, HIS GLASSES WERE BROKEN, AND HE HAD TO HAVE STITCHES OVER HIS EYE. THIS HAPPENED IN FRONT OF THE POLICE STATION, BUT NO ARRESTS WERE MADE. AFTER THE PROTEST MARCH, THE POLICE ESCORTED THE STUDENTS OUT OF TOWN. BUT AFTER THE POLICE LEFT, ONE CAR CARRYING STUDENTS WAS HIT BY GUNFIRE FROM WHITES, AND OTHER CARS WERE STONED.

THIS WAS A TERRIBLE EXPERIENCE FOR A LOYAL CITIZEN TO HAVE TO GO THROUGH, BUT IT HAS MADE ME MORE DETERMINED THAN EVER TO FIGHT FOR JUSTICE, DECENCY, AND HUMAN DIGNITY IN AMERICA.

I HAVE NO ANIMOSITY OR HATRED FOR ANYONE. BUT IT HURT ME DEEPLY THAT ONE GROUP OF MEN COULD DO SUCH A THING TO A HUMAN BEING.

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SPONSORED BY               *
THE INTER-CITIZENS COMMITTEE *
BOX 1443                   *
BIRMINGHAM, ALABAMA        *
J. L. WARE      CHAIRMAN   *
C. H. OLIVER    SECRETARY  *
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SIGNED:

Arthur L. Bacon

DOCUMENT NO. 10 ON HUMAN RIGHTS IN ALABAMA.
AS RELATED BY AMOS DENNIS OF BRENT, ALABAMA. AGE, 52.

ON THE NIGHT OF MARCH 8, 1961,THERE WAS A KNOCK ON THE FRONT DOOR OF MY HOME. I WAS IN BED AND MY WIFE WENT TO THE DOOR. SHE ASKED WHO WAS THERE. THEY SAID THEY WERE POLICE AND ASKED IF AMOS DENNIS LIVED HERE. SHE SAID HE DID, AND THEY SAID THEY HAD A WARRANT FOR HIM. SHE CAME TO WAKE ME UP BUT SHE DID NOT OPEN THE DOOR. THEY WALKED RIGHT IN AND CAME INTO THE BEDROOM AND WERE STANDING OVER ME WHEN I WOKE UP. THEY WERE IN PLAIN CLOTHES, BUT THEY HAD GUNS STRAPPED AROUND THEIR WAISTS. THEY SAID TO ME, "GET UP, WE HAVE A WARRANT FOR YOU. WE'RE THE POLICE." I SAID, "POLICE? WARRANT FOR WHAT?" THEY SAID "GET UP AND YOU'LL FIND OUT WHEN YOU GET DOWN THERE." MY WIFE AND I SAID I HAD NOT DONE ANYTHING, BUT THEY RUSHED ME AND MADE ME GET MY CLOTHES ON. MY WIFE WENT TO THE DOOR TO TURN ON THE FRONT PORCH LIGHT, BUT A WHITE MAN STANDING ON THE PORCH IN THE DARK SAID, "LET THAT LIGHT ALONE." SHE SAID, "THESE AIN'T THE POLICE, HERE'S ONE ON THE PORCH HIDING." BUT THEY RUSHED ME OUT OF THE HOUSE, BLINDFOLDED ME, AND THREW ME DOWN ON THE FLOORBOARDS OF A CAR THAT WAS WAITING IN FRONT OF THE HOUSE. IT WAS NOT A POLICE CAR. TO THE BEST OF MY HEARING, AFTER THEY DROVE A SHORT DISTANCE, THEY WERE JOINED BY MORE CARS.

THEY CARRIED ME TO A PLACE WHICH I LATER LEARNED TO BE DRY HOLLOW, IN BIBB COUNTY. THEY HANDCUFFED ME AROUND A TREE, CUT MY CLOTHES OFF WITH A KNIFE, AND BEGAN BEATING ME. I DON'T KNOW WHAT THEY USED TO BEAT ME WITH, BUT AFTER THEY HAD BEAT ME FOR ABOUT TEN MINUTES(AS IT SEEMED TO ME), THEY ASKED WHERE DID I GET SO MUCH MONEY FROM FOR BUYING A CAR. I TOLD THEM I WORKED ALL THE TIME AND THAT I HAD MADE ONLY FOUR PAYMENTS ON THE CAR. THEN THEY BEAT ME MORE. THEY ASKED ME WHERE I WORKED. I TOLD THEM I WORKED FOR N. D. CASS COMPANY OF BRENT, ALABAMA. THEY ASKED ME HOW MUCH I MADE AN HOUR. I SAID $1.05 AN HOUR. THEN THEY BEAT ME SOME MORE. THEY ASKED ME IF I KNEW MARTIN LUTHER KING. I SAID, "NO, I'VE HEARD TELL OF HIM BUT I NEVER SAW HIM."THEN THEY BEAT ME MORE. THEY ASKED ME IF I KNEW SHUTTLESWORTH. I SAID,"NO, I'VE HEARD TELL OF HIM BUT I NEVER SAW HIM." THEY BEAT ME SOME MORE. THEY TIED SOMETHING STICKY OVER MY MOUTH, AND THEN BEAT ME AGAIN UNTIL I SANK TO THE GROUND. THEY PULLED ME BACK UP AGAIN AND BEAT ME SOME MORE. THEY ASKED ME IF I KNEW THE WAY UP NORTH WHERE THE OTHER NIGGERS ARE. THEY SAID IF I DIDN'T GET OUT OF THE SOUTH, THEY WERE GOING TO BRING ME BACK OUT AND KILL ME. THEN THEY BEAT ME UNTIL I PASSED OUT.

BEFORE THEY LEFT ME THEY TOOK THE HANDCUFFS OFF ME. WHEN I CAME TO, I TRIED TO GET UP BUT FELL BACK TO THE GROUND. AFTER A WHILE I TRIED AGAIN AND WAS ABLE TO STAND UP. I DID NOT KNOW WHERE I WAS, AND IT WAS COLD. I NOTICED A SMALL BRUSH FIRE BURNING AND I STAYED WITH IT THROUGHOUT THE NIGHT SO I COULD KEEP WARM. WHEN MORNING CAME I WALKED FOR MILES UNTIL I COULE GET MY BEARING, AND I MANAGED TO FIND MY WAY HOME.

AT THE TIME OF THIS WRITING(MARCH 23)I AND MY WIFE HAVE SOLD OUT ALL OUR BELONGINGS, FURNITURE, MULE, WAGON, TRUCK, HOUSE AND LAND. THE HOUSE WAS NEW. WE ARE NOW LEAVING ALABAMA, NOT KNOWING PRESENTLY WHERE WE ARE GOING, BUT WE HAVE BEEN TOLD TO LEAVE AND WE DO NOT HAVE PROTECTION. MY WIFE TRIED TO FOLLOW THEM WHEN THEY TOOK ME OUT, BUT THEY GOT AWAY. SHE CALLED THE POLICE BUT THEY SAID THEY DIDN'T KNOW WHICH WAY THEY WENT. SHE TOLD THEM WHICH WAY THEY WENT, BUT THEY DID NOT COME TO RESCUE ME.

EVERYTHING I WORKED FOR I HAVE HAD TO GIVE UP AT A VERY GREAT LOSS TO ME. I HAVE LIVED IN BIBB COUNTY FOR ABOUT FORTY YEARS. I HAVE NEVER BEEN A TROUBLEMAKER AND HAVE ALWAYS TRIED TO BE A LAW ABIDING CITIZEN. I HAVE RAISED THREE CHILDREN, ONE OF WHOM WILL GRADUATE FROM COLLEGE NEXT YEAR. I LEAVE IN THE HOPE THAT A BETTER DAY WILL COME TO ALABAMA.

SIGNED:

Amos Dennis Jr.

AMOS DENNIS JR.

SPONSORED BY:
THE INTER-CITIZENS COMMITTEE
BOX 1443
BIRMINGHAM, ALABAMA
J.L.WARE CHAIRMAN
C.H.OLIVER SECRETARY

DOCUMENT NO. 11 ON HUMAN RIGHTS IN ALABAMA.
AS RELATED BY JAMES D. FACKLER, WHITE LUTHERAN MINISTERIAL INTERN AT THE UNIVERSITY LUTHERAN CHURCH, TUSCALOOSA, ALABAMA. AGE 24.

I AM A NATIVE OF TOLEDO, OHIO, AND AM PURSUING MY THEOLOGICAL STUDIES AT CONCORDIA THEOLOGICAL SEMINARY IN ST. LOUIS. AS PART OF MY TRAINING, I CAME TO ALABAMA TO SERVE AS ASSISTANT TO THE PASTOR AT THE UNIVERSITY LUTHERAN CHURCH, TUSCALOOSA, ALABAMA. MY MAJOR RESPONSIBILITY WAS TO MINISTER TO THE STUDENTS AT THE UNIVERSITY OF ALABAMA, AND TO SET UP A WEEKLY PROGRAM FOR THE LUTHERAN STUDENT GROUP. I HAVE A LOVELY WIFE, A NATIVE OF NEW ORLEANS.

ON FEB. 5th 1961, REV. JOSEPH ELLWANGER, PASTOR OF ST. PAUL LUTHERAN CHURCH OF BIRMINGHAM, ALABAMA, CAME TO TUSCALOOSA TO ATTEND ONE OF THE MEETINGS OF THE LUTHERAN STUDENTS AT THE UNIVERSITY OF ALABAMA. THE MEETING WAS HELD AT THE LUTHERAN CHURCH NEAR THE CAMPUS. REV. ELLWANGER BROUGHT WITH HIM THREE NEGRO MEMBERS OF HIS CONGREGATION.

ON FEB. 7th AT ABOUT 10:00 P.M., A CROSS WAS BURNED ON THE LAWN IN FRONT OF THE APARTMENT WHICH I AND MY EXPECTANT WIFE OCCUPIED. ALSO A CROSS FORM WAS BURNED ON THE LAWN OF THE CHURCH. SEVERAL MEMBERS OF THE CHURCH WERE BESEIGED WITH THREATENING PHONE CALLS. I DID NOT REALIZE WHAT LAY AHEAD OF ME, AND WENT ABOUT MY DUTY AS USUAL.

ON MARCH 16, AT 11:00 P.M. I WENT TO THE DRUID CITY HOSPITAL TO PICK UP MY WIFE, SINCE SHE WAS WORKING THERE AT THE TIME. SHE WAS A LITTLE LATE COMING TO THE CAR, AND I DECIDED TO DRIVE TO THE CHURCH NEARBY TO GET A BOOK. I GOT OUT OF THE CAR LEAVING THE MOTOR RUNNING AND STARTED INTO THE CHURCH. ANOTHER CAR HAD PULLED UP AND PARKED ON THE OTHER SIDE OF THE STREET, BUT I PAID IT NO ATTENTION. BUT JUST AS I WAS ABOUT TO ENTER THE CHURCH, I WAS GRABBED FROM BEHIND BY GLOVED HANDS WHICH WERE PLACED OVER MY EYES AND MOUTH, AND I WAS LIFTED UP AND TAKEN TO THE CAR ACROSS THE STREET. AT FIRST I THOUGHT IT WAS A PRANK BY SOME OF THE COLLEGE STUDENTS TO WHOM I MINISTERED. BUT WHEN I WAS PUT ON THE FLOOR OF THE CAR WITH A KNEE IN MY BACK AND A FIRM GRIP OVER MY EYES AND MOUTH, I BEGAN TO REALIZE THAT IT WAS MORE SERIOUS. I LET THEM KNOW THAT I WAS UNCOMFORTABLE WITH THE KNEE IN MY BACK, AND ONE OF THEM SAID, "YOU AIN'T ON NO JOY RIDE, PREACHER." I BEGAN TO PRAY.

AFTER THEY DROVE A SHORT DISTANCE THEY WERE JOINED BY OTHER CARS. THEIR VOICES SOUNDED LIKE THE VOICES OF YOUNG MEN. I WAS TAKEN TO A SECLUDED SPOT, AFTER WHICH THEY SEEMED TO HAVE A CONFERENCE. SOMEONE REACHED INTO THE CAR AND STRUCK MY IN THE STOMACH. SOMETHING WAS PULLED OVER MY HEAD AND THEN I WAS PUNCHED IN THE STOMACH AGAIN. THEY TOOK ME OUT OF THE CAR AND LAID ME FACE DOWNWARDS ON THE GROUND. SOMEONE STANDING ON MY WRISTS WHILE OTHERS HELD MY LEGS APART AND FIRMLY TO THE GROUND. THEY SAID THEY WANTED TO TALK TO ME, AND THEY BEGAN FLOGGING ME ACROSS THE BUTTOCKS AND THIGHS AS THEY TALKED TO ME. THEY CALLED ME "NIGGER LOVER" AND ASKED WHY I BROUGHT "NIGGERS" TO THE CHURCH. I SAID I LOVED EVERYBODY JUST AS OUR LORD HAD DONE. THIS THEY DID NOT LIKE, SO THEY BEGAN BEATING ME AGAIN. ONE SPOKE OF BOMBING THE CHURCH. THEY ASKED IF I SAW THE CROSS THAT WAS BURNED ON THE LAWN IN FRONT OF MY APARTMENT. I SAID I HAD SEEN IT BUT DID NOT KNOW WHAT IT MEANT. THEY BEAT ME MORE AND I BEGAN PRAYING OUT LOUD. IT SEEMED THAT THERE WERE ABOUT A DOZEN MEN AT THE SCENE, AND IT SEEMED THAT ALL OF THEM HAD THEIR TURN BEATING ME. THE BEATING SEEMED LIKE ETERNITY, IT WAS SO PAINFUL, BUT IT PROBABLY LASTED ABOUT FIFTEEN MINUTES. THERE WAS MUCH ABUSIVE LANGUAGE. THEY WERE MOSTLY CONCERNED WITH MY INVITING NEGROES TO THE LUTHERAN STUDENT ORGANIZATION OF THE UNIVERSITY OF ALABAMA. THEY TOLD ME I BETTER GET OUT OF TOWN. AFTER MORE FLOGGING THEY LIFTED ME TO MY FEET AND WALKED ME UP ACROSS AN INCLINE ACROSS A NEARBY RAILROAD TRACK. IT WAS VERY PAINFUL WALKING AS I WAS SWOLLEN BY THEN. ONE OF THEM SUGGESTED TYING ME TO THE TRACKS. THEY PUT ME BACK ON THE GROUND AND PULLED THE COVER OFF MY HEAD, MAKING ME KEEP MY EYES CLOSED. THEY TOLD ME NOT TO OPEN MY EYES TILL I COUNTED TO 100, AND THAT THEY HAD A GUN. WHEN THEY LEFT, I FOLLOWED THE TRACKS AND AFTER A LONG PAINFUL WALK, I GOT HOME AT ABOUT 3:00 A.M. THE BEATING LEFT ME BLACK AND BLUE AND VERY MUCH BRUISED, BUT WITH NO PERMANENT INJURY.

MY WIFE AND I LEFT TUSCALOOSA ON MAR. 17, AND I AM ENGAGED IN MINISTERIAL ACTIVITY IN ANOTHER CITY. *
SPONSORED BY THE INTER-CITIZENS COMMITTEE *
BOX 1443 -- BIRMINGHAM, ALA. *
J.L.WARE, CHAIRMAN --C.H.OLIVER, SEC. * JAMES D. FACKLER

DOCUMENT NO. 12 ON HUMAN RIGHTS IN ALABAMA.
AS RELATED BY JUNIOR WORMELY.

ON FRIDAY EVENING, MARCH 3, 1961, I WENT TO A MEETING AT THE CHURCH OF CHRIST ON CENTRAL AVE. IN CAIRO, ON THE OUTSKIRTS OF BIRMINGHAM, ALABAMA, NEAR THE TOWN OF BROWNVILLE. WHILE ON THE WAY, MY BROTHER THREW AN OIL CAN OUT OF THE CAR NEAR A RAILROAD IN THE COUNTRY. WE ARRIVED AT THE CHURCH AT ABOUT 5:25 P.M. ABOUT FIVE MINUTES LATER TWO POLICEMEN DROVE INTO THE CHURCH YARD, JUST AS A RELIGIOUS SERVICE WAS ABOUT TO BEGIN. THEY ASKED WHO THREW THE CAN OUT OF THE WINDOW. I SAID IT WAS MY BROTHER. THEY ASKED WHO OWNED THE CAR. I SAID IT WAS MY CAR, SO THEY MADE ME GET INTO THE BACK SEAT OF THE POLICE CAR. AS I WAS GETTING IN, ONE OF THE OFFICERS, WHOSE NAME WAS BENNIE HOLLIFIELD, SLAMMED THE DOOR AGAINST MY THIGH.

BOTH OFFICERS WERE IN THE FRONT SEAT. THEY ASKED IF I WAS WILLIAM AND I SAID "NO". THEY ASKED IF I WAS SURE I WAS NOT WILLIAM, AND I SAID YES. I OFFERED TO PAY WHATEVER THE FINE WAS FOR MY BROTHER, BUT THIS WAS REFUSED. THEY ASKED FOR MY DRIVERS LICENSE, WHICH I SHOWED TO THEM. THEN ONE OF THEM TOLD ME TO SIGN A SLIP OF PAPER. I SAID "WHAT PAPER?" ONE SAID, "SIGN IT AND DON'T GIVE ME NO WORD." I THEN ASKED FOR PERMISSION TO SEE MR. WILSON, THE POLICE SERGEANT OF BROWNVILLE. WE WERE STILL ON THE CHURCH YARD. BENNIE HOLLIFIELD SAID, "I DON'T GIVE A G.D. WHO YOU SEE." THEN HE GOT OUT OF THE CAR AND DREW HIS GUN AND OPENED THE BACK DOOR OF THE CAR WHERE I WAS SITTING AND SAID,"YOU'RE GOING TO SIGN THIS". FEARING FOR MY LIFE, I SAID "YES SIR, I WILL SIGN IT," EVEN THOUGH I DID NOT KNOW CLEARLY WHAT THE CHARGE AGAINST ME WAS. BUT WHEN I REACHED TO SIGN THE PAPER, HOLLIFIELD STRUCK ME ABOVE MY EYE WITH HIS GUN, KNOCKING A HOLE IN MY HEAD THAT REQUIRED EIGHT STITCHES.

THE MINISTER OF THE CHURCH OFFERED TO SIGN FOR ME, BUT THEY REFUSED TO LET HIM SIGN. THE MINISTER THEN TOLD MY FATHER WHO WAS STANDING BY TO ASK THEM TO LET HIM SIGN, BUT THE OFFICER SAID, "I DON'T GIVE A G. D. WHO HE IS(REFERRING TO MY FATHER), HE IS NOT GOING TO SIGN". THEN HE TOLD THE OTHER OFFICER TO DRIVE OFF. MY FATHER ASKED IF HE COULD GET INTO THE POLICE CAR AND RIDE TO JAIL WITH ME, SINCE I WAS VERY BLOODY NOW. BUT THE OFFICER SAID, "NO, YOU'RE NOT GOING TO GET INTO THIS G. D. CAR. GET ONE OF YOUR OWN CARS AND COME."

THEY TOOK ME TO JAIL AND WIPED SOME OF THE BLOOD OFF ME. THEY TRIED TO CONTACT A DOCTOR BY PHONE BUT HE WAS NOT IN. THEN THEY TOOK ME TO DOCTORS' CLINIC IN BESSEMER. THE DOCTOR ASKED THE OFFICERS REPEATEDLY WHAT HAPPENED, BUT THEY WOULD NOT GIVE AN ANSWER. THE DOCTOR ASKED IF I HAD INSURANCE. I SAID I DID BUT THAT I PREFERRED NOT TO PAY SINCE I HAD NOT DONE ANYTHING. I SAID I PREFERRED TO GO TO THE VETERANS' HOSPITAL IN BIRMINGHAM. THEN THE OFFICERS TOLD THE DOCTOR TO GO AHEAD AND WAIT ON ME AND TO CHARGE THE BILL TO THE BROWNVILLE POLICE DEPARTMENT.

AFTER THE DOCTOR FINISHED DRESSING MY WOUND, THE POLICEMEN BROUGHT ME BACK TO THE BROWNVILLE JAIL. THERE I TALKED WITH MR. WILSON, THE SERGEANT, AND MR. BECKHAM, THE JUDGE, BUT THEY INSISTED THAT I HAD TO SIGN THE SLIP OF PAPER BEFORE I COULD GO. I HAD EXPECTED TO GET HELP FROM THEM, BUT THEY SPOKE AS IF I HAD NO RIGHT TO APPEAL TO THEM. I SIGNED THE PAPER AND WAS RELEASED AT AROUND 8:00 THAT EVENING. THEY SAID THERE WOULD BE NO TRIAL, AND THAT THE FINE SHOULD BE $285.00, BUT THAT I COULD GO, AND THE COST WOULD BE ONLY $85.00, WHICH WAS SAID TO BE THE LOWEST. I WAS GIVEN THIRTY DAYS TO GET THE MONEY.

THE BLOW ON MY HEAD LEFT THE TOP CENTER OF MY HEAD WITHOUT FEELING, AND THE DOCTOR FELT THAT IT MAY NEVER COME BACK TO NORMAL AGAIN, SINCE THE BLOW STRUCK A NERVE. I AM A VETERAN OF FIVE YEARS SERVICE IN THE U.S.ARMED FORCES, PART OF THAT TIME BEING SPENT IN THE KOREAN CONFLICT. I AM MARRIED AND HAVE TWO LOVELY GIRLS, AND AM A LAW ABIDING CITIZEN.

ESSENTIALLY THIS SAME STORY WAS GIVEN TO THE AGENTS OF THE F.B.I. IN BIRMINGHAM SOON AFTER THE INCIDENT.

SIGNED:
Junior Wormely.

SPONSORED BY:
THE INTER-CITIZENS COMMITTEE
BOX1443
BIRMINGHAM, ALABAMA
J. L. WARE CHAIRMAN
C. H. OLIVER SECRETARY

DOCUMENT NO. 13 ON HUMAN RIGHTS IN ALABAMA.
RELATED BY WALTER DeBARDLABON OF BIRMINGHAM, ALA. AGE, 21.

I AM A STUDENT AT MILES COLLEGE IN BIRMINGHAM, ALABAMA, MAJORING IN ELEMENTARY EDUCATION.

ON FRIDAY EVENING, APRIL 21, 1961, I WENT TO LOOK FOR MY BROTHER RALPH. I HAD HIS CAR AND WAS GOING TO GIVE IT TO HIM. I STOPPED AT A CAFE LOCATED AT THE CORNER OF HUNTSVILLE ROAD AND 32nd AVE. NO. AS I WAS GOING INTO THE CAFE I NOTICED A POLICE CAR WITH TWO BIRMINGHAM POLICEMEN IN IT GOING NORTHWARD ON HUNTSVILLE ROAD. AFTER ABOUT FIVE MINUTES I CAME OUT AND SAW THE OFFICERS WITH MY BROTHER WITH HIS HANDS UP. ONE OF THEM ASKED ME WHAT I WAS DOING ON THE CORNER. I SAID I WAS ON BUSINESS. HE SAID "YOU BETTER GET GOING." I SAID I HADN'T FINISHED MY BUSINESS. HE SAID I BETTER FINISH MY BUSINESS AND GET ON HOME. I SAID"GRACIAS", AND STARTED AWAY. HE SAID "WAIT A MINUTE, WHAT DID YOU SAY?" I REPEATED THE WORD. HE ASKED WHAT DID THAT MEAN. I SAID "YES". THEN HE SAID, "DO YOU KNOW WHO YOU'RE TALKING TO?" HE TOLD ME I BETTER GET INTO THE CAR,AND HE PUSHED ME TOWARD THE POLICE CAR.

MY YOUNGER BROTHER, HERBERT, CAME UP AND TOLD THEM TO LEAVE ME ALONE. ONE OF THE POLICEMEN HIT HERBERT. THEN HE STARTED BEATING HIM. I PUSHED ONE POLICEMAN AWAY FROM ME AND GRABBED THE OTHER ONE BY THE SHOULDER IN EFFORT TO STOP HIM FROM BEATING MY BROTHER. BUT THE OTHER POLICEMAN PUSHED ME BACK TOWARD THE POLICE CAR. I STARTED BACK AGAIN TOWARD THE OFFICER WHO WAS BEATING MY BROTHER. THEN THE OTHER OFFICER,WHOSE NAME WAS W. T. PARKES, PUSHED HIS GUN INTO MY STOMACH AND SHOT ME. THE BULLET PIERCED MY INTESTINES AND BLADDER. I FELL TO THE GROUND. AT THIS TIME MY BROTHER'S SISTER-IN-LAW CAME AND HELD MY HEAD IN HER LAP. THE OFFICERS TRIED TO MAKE HER GET AWAY, BUT SHE REFUSED. I DID NOT HAVE A WEAPON, NOR WAS I ATTACKING ANYONE WHEN THE OFFICER PRESSED HIS GUN AGAINST MY STOMACH AND SHOT ME. I DON'T KNOW WHY HE DID IT.

THE OTHER OFFICER KNOCKED A HOLE IN HERBERT'S HEAD WHICH REQUIRED MANY STITCHES. HE ALSO KNOCKED A HOLE UNDER HIS EYE WHICH REQUIRED FOUR STITCHES. THE POLICE ALSO BEAT HERBERT AND HERMAN, ANOTHER BROTHER, IN THE POLICE CAR ON THE WAY TO JAIL. THEY BEAT THEM IN THE STOMACH WHILE THEIR HANDS WERE HANDCUFFED BEHIND THEM. ONE POLICEMAN BROKE HIS FLASHLIGHT BEATING THEM. WHEN WE GOT TO JAIL, OFFICER GRIFFIN THREW HERBERT OUT OF THE CAR ON HIS FACE, WOUNDING HIS FOREHEAD AND NOSE. ONE OFFICER SAID HE WOULD HAVE KILLED THEM ALL IF HE HAD BEEN THERE.

SIGNED:

Walter DeBardlabon
WALTER DeBARDLABON

Herbert Debardlabon
HERBERT DeBARDLABON

Herman DeBardlabon
HERMAN DeBARDLABON

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C. H. OLIVER SECRETARY

DOCUMENT NO. 14 ON HUMAN RIGHTS IN ALABAMA.
WHITE PROFESSOR BRUTALLY BEATEN. DR. GUSTAV KALDEGG, FORMER VICTIM OF NAZI PERSECUTION, CURRENTLY PROFESSOR OF FOREIGN LANGUAGES, TALLADEGA COLLEGE, TALLADEGA, ALABAMA, TELLS HIS OWN STORY.

FOR FIVE YEARS I HAVE SERVED AS PROFESSOR OF FOREIGN LANGUAGES AT TALLADEGA COLLEGE. BUT LAST YEAR IN TALLADEGA, ALABAMA, I HAD ONE OF THE MOST SHOCKING EXPERIENCES OF MY LIFE.

DURING THE SECOND WEEK OF JUNE 1960, I WENT TO THE MODEL BILLIARD PARLOR LOCATED ON EAST STREET, NORTH, IN TALLADEGA. ANOTHER TEACHER, ALSO WHITE, ACCOMPANIED ME, BUT HE HAS SINCE LEFT. ONLY TWO MEN WERE PLAYING POOL WHEN WE ARRIVED, BUT WHEN WE ENTERED THEY STOPPED PLAYING. ONE OF THEM CAME OVER TO ME AND ASKED, "ARE YOU A TEACHER IN THE DAMN NIGGER COLLEGE?" I SAID "YES", AND MY COMPANION AND I STARTED TOWARD THE DOOR. ONE OF THEM, A BIG MAN, BLOCKED THE ENTRANCE. THE OTHER ONE TOOK A BILLIARD STICK AND THREATENED ME. THEY GOT MORE THREATENING AND TOLD US WE HAD TO QUIT TEACHING AT THE COLLEGE. THE OTHER TEACHER SAID HE WAS QUITING ANYWAY, SO THEY LET HIM OUT, AND I WAS LEFT ALONE WITH THESE TWO RUFFIANS.

THEY STARTED BEATING ME WITH THEIR FISTS AND BILLIARD STICKS. I CALLED TO THE MANAGER AND TOLD HIM TO CALL THE POLICE, BUT HE DID NOT DO ANYTHING. SOMEHOW I MANAGED TO GET OUT ON THE STREET AND I CALLED FOR HELP, BUT THE MEN CAME OUT AND KEPT BEATING ME. NO ONE CAME TO MY RESCUE. ONE OF THEM PUSHED ME THROUGH THE PLATE GLASS WINDOW OF A NEARBY STORE, AFTER WHICH THEY SPED AWAY IN A CAR. AS A RESULT OF THE BEATING, TWO OF MY RIBS WERE BROKEN, MY BACK WAS INJURED, AND I STILL SUFFER FROM THE EFFECTS OF THE BEATING. MY GLASSES ALSO DISAPPEARED.

SOMEONE TOOK ME TO A RESTAURANT NEARBY AND OFFERED ICE PACKS, AS A CROWD WAS GATHERING AT THE SCENE. ANOTHER MAN FROM THE CROWD BEGAN THREATENING ME, BUT AT ABOUT THIS TIME THE POLICE ARRIVED AND TOOK ME TO THE POLICE STATION AND THEN TO THE HOSPITAL.

THE PRESIDENT OF THE COLLEGE, DR. GRAY, COMPLAINED TO THE MAYOR. THE NEXT DAY THE MEN WHO BEAT ME WERE ARRESTED. ACCORDING TO THE POLICE, THE MEN WERE WELL KNOWN CRIMINALS WITH POLICE RECORDS. THEY WERE TRIED IN POLICE COURT AND FINED $50.00 EACH. THEY APPEALED, SO THE RETRIAL WAS SCHEDULED TO COME UP IN THE FALL. I WENT AWAY FOR THE REST OF THE SUMMER, AND ON MY RETURN I INQUIRED ABOUT THE NEW TRIAL. I WAS INFORMED THAT THE RECORDS OF THE CASE WERE NOT TO BE FOUND, THE CITY ATTORNEY SAID HE NEVER HAD THE RECORDS IN HIS HANDS. I CALLED THE POLICE DEPARTMENT AND THEY SAID THEY DID NOT HAVE THE RECORDS. I CHECKED WITH THE POLICE AGAIN AND THEY SAID THAT THE RECORDS WERE LOST.

I WENT TO AN ATTORNEY WHO ALSO TRIED TO GET THE RECORDS, BUT HE WAS ALSO TOLD THAT THE RECORDS WERE LOST. I TALKED TO THE MAYOR AND HE SAID HE WOULD HAVE IT INVESTIGATED BY AN ATTORNEY. MY WIFE CALLED THE CITY ATTORNEY TO TRY TO GET INFORMATION ON THE CASE. THIS TIME HE SAID THAT THE RECORDS HAD BEEN SENT TO HIM, AND THAT HE WAS OUT OF TOWN WHEN THE RECORDS CAME TO HIS OFFICE. HE SAID FURTHER THAT NOTHING COULD BE DONE NOW SINCE THE SIX WEEK PERIOD FOR TAKING A CASE TO HIGHER COURT HAD EXPIRED. HE ANGRILY TOLD HER SHE WAS NOT GOING TO TELL HIM WHAT TO DO, AND THAT HE WOULD NOT HAVE ACTED IN MY BEHALF ANYWAY. HE TOLD HER THAT HE DID NOT SYMPATHIZE WITH FELLOWS WHO START QUARRELS IN A POOL ROOM.(BUT I DID NOT START A QUARREL. ON THE CONTRARY, I WALKED IMMEDIATELY TOWARD THE DOOR WHEN IT SEEMED THAT A QUARREL WAS ABOUT TO START.) HE YELLED AT HER IN SUCH A MANNER AS TO INTIMIDATE HER.

I STILL FELT THAT SOMETHING SHOULD BE DONE ABOUT THE MATTER. BUT OUT OF FEAR OF TERROR FROM LOCAL AUTHORITIES, AND FRUSTRATION IN ALL MY EFFORTS I DID NOT PURSUE THE CASE FURTHER. A FRIEND TOLD ME ABOUT THE INTER-CITIZENS COMMITTEE AND I GIVE THE STORY TO THEM.

SIGNED:

Gustav Kaldegg

PROF. GUSTAV KALDEGG

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J. L. WARE CHAIRMAN
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DOCUMENT NO. 15 ON HUMAN RIGHTS IN ALABAMA. MORE POLICE BRUTALITY. RELATED BY CLINTON BOWIE, 60, RESIDENT OF GRASSELLI HEIGHTS(BETWEEN BIRMINGHAM AND BESSEMER, ALABAMA.)

I AM A TAX PAYING CITIZEN OF ALABAMA AND I HAVE RESIDED IN MY PRESENT NEIGHBORHOOD FOR ALMOST FORTY YEARS. I OPERATE A SMALL STORE AND SEEK TO LEAD A QUIET LIFE. BUT BEING QUIET AND PEACEABLE WAS OF NO HELP TO ME WHEN AN OFFICER OF THE LAW, IVERY HYCHE, OF THE BROWNVILLE POLICE DEPARTMENT IN BROWNVILLE, ALABAMA, ATTACKED ME AND MY WIFE FOR NO REASON WHATSOEVER. HERE IS HOW IT HAPPENED.

ON SUNDAY EVENING, AUGUST 13, 1961, AT AROUND 7:30 OR 8:00 O'CLOCK, I WAS ON MY WAY HOME AFTER A VISIT TO A FRIEND'S HOUSE. ON THE WAY, I STOPPED AT ANOTHER FRIEND'S HOUSE. MY WIFE WAS WITH ME AND ALSO A NEIGHBOR AND HIS WIFE. WE WERE LAUGHING AND TALKING, NOT THINKING OF THE DANGER THAT WAS NEAR. WHEN WE STOPPED AT THE SECOND FRIEND'S HOUSE, A POLICE CAR WITH TWO OFFICERS OF THE BROWNVILLE POLICE DEPARTMENT STOPPED BEHIND US. THEY GOT OUT AND SEARCHED MY TRUCK, WHICH WE WERE RIDING IN. THEN ONE OF THEM, IVERY HYCHE, TOLD MY WIFE SHE WAS UNDER ARREST AND TO GET INTO THE POLICE CAR. SHE ASKED WHAT FOR, AND SAID SHE WAS NOT GOING TO GET INTO THE CAR. AT THIS, IVERY HYCHE DREW BACK HIS BLACKJACK AND WAS ABOUT TO STRIKE HER ON THE HEAD, BUT SHE TOLD HIM NOT TO HIT HER, AND THAT SHE WOULD GET INTO THE CAR. THEY TOLD ME TO GET IN ALSO. THEY SAID WE WERE BEING DISORDERLY, BUT THEY DID NOT ARREST THE OTHER COUPLE WITH US, THOUGH WE WERE ALL TOGETHER. WE WERE NOT MAKING ANY DISTURBANCE, AND WE WERE NOT DRUNK. THE ONLY THING I WAS DOING WHEN THEY ARRESTED ME WAS LEANING AGAINST MY TRUCK.

WE WERE TAKEN TO JAIL. WHEN WE GOT THERE, OFFICER HYCHE SNATCHED MY WIFE OUT OF THE CAR. THEY TOOK US INTO THE BROWNVILLE JAIL, AND OFFICER HYCHE SLAPPED MY WIFE AND PUSHED HER INTO A CELL, SAYING, "GET IN THERE YOU G.D.SLUT!" I ASKED HIM WHY HE SLAPPED MY WIFE, AND HE TOLD ME TO SHUT UP OR HE WOULD PUT IT ON ME. I SAID AGAIN, "IF A MAN HIT YOUR WIFE, WOULDN'T YOU WANT TO KNOW WHY?" THEN HE SWUNG HIS BLACKJACK AND STRUCK ME IN THE EYE, OPENING A BLOODY WOUND. HE STRUCK ME AGAIN AND I WENT DOWN. HE PULLED ME UP AGAIN AND STRUCK ME IN THE OTHER EYE WITH HIS BLACKJACK. BY THEN I WAS NEARLY UNCONSCIOUS. THEN HE SHOVED ME, BLEEDING AND NEARLY UNCONSCIOUS, INTO A CELL AND LOCKED THE DOOR, AND THEY LEFT FOR THE NIGHT. I WAS WITHOUT MEDICAL ATTENTION AND NO ONE WAS ALLOWED TO SEE US.

THE NEXT MORNING POLICE CHIEF WILSON OF THE BROWNVILLE POLICE DEPARTMENT CAME IN AND SAID WE WERE CHARGED WITH DISORDERLY CONDUCT, PUBLIC DRUNKENNESS, RESISTING ARREST, AND SOMETHING ABOUT MY TRUCK WHICH I NEVER UNDERSTOOD. HE SAID THE FINE WAS $230.00, AND THAT I WOULD HAVE TO PAY $70.00 FOR BOTH OF US TO GET OUT, AND THAT I COULD PAY THE BALANCE IN THIRTY DAYS. THERE WAS NO TRIAL.

WE PAID THE $70.00 AND WERE RELEASED, BUT WE HAD DONE NOTHING WRONG. NONE OF THE CHARGES WERE TRUE. I HAVE NEVER BEEN IN A FIGHT SINCE I HAVE BEEN GROWN, AND I AM GOING ON 61 NOW. IT DOES NOT SEEM RIGHT FOR INNOCENT PEOPLE TO BE ATTACKED AND INSULTED, JAILED AND FINED BY THOSE WHO ARE INTRUSTED WITH THE TASK OF GIVING PROTECTION TO THE PEOPLE.

FULL DETAILS HAVE BEEN GIVEN TO THE F.B.I.

SIGNED:

Clinton Bowie

CLINTON BOWIE

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BIRMINGHAM, ALABAMA

J. L. WARE, CHAIRMAN
C.H.OLIVER, SECRETARY

DOCUMENT NO. 16 ON HUMAN RIGHTS IN ALABAMA. POLICE BRUTALITY.
RELATED BY CLYDE McGHEE (24) OF BIRMINGHAM, ALABAMA.

ON THE EVENING OF FRIDAY, SEPT. 1, 1961, SHORTLY AFTER MIDNIGHT, AS I WAS COMING DOWNSTAIRS FROM THE "BIRDLAND" (A LOCAL NEGRO NIGHT-CLUB LOCATED ON SEVENTH AVENUE AND FOURTEENTH STREET, NORTH IN BIRMINGHAM, ALABAMA), I WAS MET BY TWO UNIFORMED BIRMINGHAM POLICEMEN. THEY STOPPED ME AND ASKED ME WHAT MY NAME WAS, WHICH I TOLD THEM. THEY ASKED ME WHERE I WAS GOING. I SAID I WAS GOING HOME. THEN THE CASHIER AT THE "BIRDLAND" HOLLERED TO THEM FROM UPSTAIRS, "HE'S ALL RIGHT - HE HASN'T DONE ANYTHING." THEY DID NOT PAY ANY ATTENTION TO HIM AND THEY TOLD ME TO STEP OUTSIDE. ONE OF THEM SAID, "PUT HIM IN THE PATROL WAGON." I ASKED WHY I WAS BEING ARRESTED BECAUSE I HAD NOT DONE ANYTHING. THEY DID NOT ANSWER ME, BUT JUST SAID, "GET IN THE PATROL WAGON, NIGGER." I ASKED AGAIN WHAT THEY WERE ARRESTING ME FOR. THEN WITHOUT SAYING A WORD THEY STARTED BEATING ME. I HAD NOT OFFERED ANY RESISTANCE.

ONE OF THEM STRUCK ME A SHARP BLOW ON THE NECK WITH THE BOTTOM EDGE OF HIS HAND AND THE OTHER ONE STRUCK ME IN THE MOUTH WITH HIS FIST. THEN ONE OF THEM SWUNG AT ME WITH A PAIR OF HANDCUFFS AND STRUCK ME IN THE EYE, AND I SCREAMED. THE OTHER ONE GOT HIS PISTOL OUT AND KNOCKED A BLOODY HOLE IN THE BACK OF MY HEAD WITH THE BUTT OF HIS GUN. THE WOUND REQUIRED MANY STITCHES. THEN HE POINTED HIS PISTOL AT ME AND SAID, "NIGGER, YOU BETTER STRAIGHTEN UP OR I'LL BLOW YOUR BRAINS OUT. THEY PUT ME IN THE PATROL WAGON, ALL THE WHILE LAUGHING AND TALKING ABOUT HOW THEY BEAT ME.

I WAS TAKEN TO HILLMAN HOSPITAL WHERE MY WOUND WAS TREATED. I WAS LEFT IN CHARGE OF ANOTHER OFFICER WHO WAS VERY MEAN, AND HE KEPT THREATENING ME. HE TALKED BIG ABOUT HOW HE WOULD LIKE TO BEAT ME. HE SAID HOW HE HATED "NIGGERS", AND THREATENED TO BLOW MY BRAINS OUT RIGHT IN THE HOSPITAL. BUT I HAD NOT DONE ANYTHING TO ANY OF THEM.

MY MOTHER CAME TO THE HOSPITAL AND ASKED ME WHAT HAPPENED. I TOLD HER THEY BEAT ME UP, BUT FOR WHAT REASON, I DID NOT KNOW. THE TWO WHO BEAT ME HAD GONE. WE WENT TO THE CITY JAIL AND IT WAS THERE THAT I LEANED THAT I WAS BEING ARRESTED FOR "DRUNKENNESS AND RESISTING ARREST." BUT I WAS NOT DRUNK, AND I HAD NOT BEEN DRINKING, AND I DID NOT RESIST ARREST. MY MOTHER TOLD THEM THAT THEY COULD SEE THAT I WAS NOT DRUNK. BUT I WAS JAILED ANYWAY. MY MOTHER GOT ME OUT ON BOND.

MY TRIAL WAS HELD ON SEPT. 6 BEFORE JUDGE CONWAY AT THE CITY HALL. THE OFFICER WHO STRUCK ME WITH HIS PISTOL CLAIMED THAT I WAS TRYING TO GET OUT OF THE WAGON AND THEY HAD TO SUBDUE ME. BUT THAT WAS ALL FALSE. THE JUDGE GAVE ME AN OPPORTUNITY TO TELL WHAT HAPPENED AND I TOLD JUST WHAT IS FOUND IN THIS STORY. MY MOTHER ALSO SPOKE AND SAID I WAS NOT DRUNK. NEVERTHELESS THE JUDGE FOUND ME GUILTY AND FINED ME $45.00.

THE OFFICERS WHO BEAT ME WERE J. E. SPRAYBERRY AND H. C. OSBORN.

FULL DETAILS HAVE BEEN GIVEN TO THE F.B.I.

SIGNED:

Clyde McGhee

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J.L.WARE, CHAIRMAN
C.H.OLIVER, SECRETARY

DOCUMENT NO. 17 ON HUMAN RIGHTS IN ALABAMA.
SICK MAN BEATEN AND JAILED BY BIRMINGHAM POLICEMEN AND FINED IN COURT. RELATED BY THOMAS JONES (21) OF BIRMINGHAM, ALABAMA.

ON MONDAY EVENING SEPTEMBER 4, 1961, I VISITED MY GIRL FRIEND AND OTHER FRIENDS AT THE HOME OF ONE OF HER RELATIVES. I WAS NOT FEELING GOOD THE WHOLE EVENING AS MY HEAD AND STOMACH WERE HURTING ME, BUT I DID NOT SAY ANYTHING ABOUT IT. AT AROUND 11:30 P.M. I TOOK MY GIRL FRIEND AND HER TWO BROTHERS HOME. BY THE TIME WE ARRIVED AT HER HOME MY STOMACH AND HEAD BEGAN TO HURT SEVERELY. MY GIRL FRIEND TOLD HER MOTHER I WAS SICK AND THEY GAVE ME AN ALKA-SELTZER. HER MOTHER CALLED MY MOTHER AND TOLD HER I WAS SICK AND THAT I COULD STAY THERE FOR THE NIGHT. BUT AFTER A WHILE I DECIDED TO COME ON HOME BY MYSELF.

SOME TIME AFTER 2:00 A.M. I STARTED DRIVING HOME. WHILE I WAS PASSING BY THE BIRMINGHAM AIRPORT ON THE WAY HOME, DRIVING ABOUT 30 MILES AN HOUR, I WAS STOPPED BY TWO UNIFORMED BIRMINGHAM POLICEMEN IN TWO PATROL CARS. ONE STOPPED IN FRONT OF ME AND THE OTHER IN THE BACK. THEY ASKED ME WHAT I HAD BEEN DRINKING. I TOLD THEM I HAD NOT BEEN DRINKING. THEY ACTED HIGHLY INSULTED WHEN I SAID I HAD NOT BEEN DRINKING. THEY BEGAN THREATENING ME AND ORDERING ME IN AND OUT OF THEIR PATROL CARS AND ASKING ME WHAT WAS I TRYING TO DO. I CONTINUED TO DENY THAT I HAD BEEN DRINKING BECAUSE I HAD NOT BEEN DRINKING. BUT WHEN ONE OF THE OFFICERS DREW BACK HIS BLACKJACK TO STRIKE ME, I DID SAY THAT I HAD HAD A BEER. BUT IN TRUTH I HAD NOT HAD ONE. THEY TOOK MY HUBCAPS OFF AND ACCUSED ME OF STEALING THEM. BUT WHEN I SHOWED THEM THE RECEIPTS FOR THEM, THEY PUT THEM BACK.

UNDER THIS KIND OF TREATMENT, PLUS THE PAINS IN MY HEAD AND STOMACH, I BEGAN TO SCREAM. ONE OF THEM ASKED ME IF I WANTED THEM TO SHOOT ME. I SAID I'D RATHER BE DEAD THAN GO TO JAIL. HE THEN POINTED HIS PISTOL CLOSE TO MY HEAD AND SAID HE WOULD SHOOT ME DEAD BETWEEN THE EYES. I QUIETED DOWN SOME, BUT THEY KEPT INSULTING AND THREATENING ME. THEY HANDCUFFED MY HANDS BEHIND MY BACK AND TOOK ME TO THE CITY JAIL. THEY BEAT ME ALL THE WAY TO THE JAIL. ONE POLICEMAN IN THE FRONT SEAT STRUCK ME REPEATEDLY, WHILE ONE IN THE BACK DID THE SAME.

THEY TOLD ME THAT WHEN I GOT TO JAIL I BETTER NOT ASK FOR A TEST TO DETERMINE IF I WAS DRUNK. BUT I DECIDED THAT I WOULD ASK FOR ONE. WHEN WE GOT TO JAIL, THE WARDEN ASKED IF I WANTED A TEST, BUT BEFORE I COULD SAY YES, ONE OF THE OFFICERS PUSHED ME AND SAID, "NO HE DON'T NEED ONE." SO I WAS LOCKED UP WITHOUT A TEST. THE CHARGES THEY LAID AGAINST ME WERE ASSAULT AND BATTERY, DRIVING WHILE INTOXICATED, AND RECKLESS DRIVING. ALL OF THESE CHARGES WERE COMPLETELY FALSE.

MY TRIAL WAS HELD ON SEPT. 6 AT THE CITY HALL BEFORE JUDGE CONWAY. MY ATTORNEY PRODUCED FIVE WITNESSES WHO TOLD OF MY SICK CONDITION AND THAT I HAD NOT BEEN DRINKING. THE CHARGE OF ASSAULT AND BATTERY WAS CHANGED TO DISORDERLY CONDUCT SHORTLY BEFORE THE TRIAL BEGAN. AT THE TRIAL, ONE OF THE OFFICERS TESTIFIED THAT MY SCREAMING WAS WHAT WAS MEANT BY DISORDERLY CONDUCT. BUT THEY HAD FORCED ME INTO A STATE OF MIND THAT I FELT I HAD TO SCREAM. IN SPITE OF THE TESTIMONY OF THE WITNESSES WHO HAD BEEN WITH ME ON THE EVENING OF SEPT.4, THE JUDGE FINED ME $105.00 FOR"DRIVING WHILE INTOXICATED", $50.00 AND COSTS FOR "DISORDERLY CONDUCT", AND SUSPENDED MY DRIVING PRIVILEGE FOR 180 DAYS.

THE ARRESTING OFFICERS WERE: E. A. DODD AND O. D. MASSEY.

SIGNED:

Thomas Jones

****
* SPONSORED BY THE *
* INTER-CITIZENS COMMITTEE *
* BOX 1443 *
* BIRMINGHAM, ALABAMA *
*
* J. L. WARE CHAIRMAN *
* C.H.OLIVER SECRETARY *
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DOCUMENT NO. 18, ON HUMAN RIGHTS IN ALABAMA.
RELATED BY MITCHELL WOODS (41) OF BIRMINGHAM, ALABAMA.

ON SATURDAY MORNING SEPT. 9, 1961, AT ABOUT 10:00, WHILE RETURNING FROM SHOPPING WITH MY WIFE, I STOPPED AT A FRIEND'S HOUSE, ORZELL BILLINGSLEY SR. I PARKED MY CAR IN HIS YARD AND WENT IN. AT AROUND 10:30 A BIRMINGHAM POLICEMAN CAME BY IN A TRAFFIC INVESTIGATOR CAR, NUMBER 58. HE STOPPED BY MY CAR AND GOT OUT AND BEGAN SEARCHING MY CAR. MY WIFE WENT OUT TO SEE WHY HE WAS SEARCHING THE CAR. HE BEGAN SLINGING HER AROUND, SO I WENT OUT TO SEE WHAT HE WAS SLINGING HER AROUND FOR. I PULLED THEM APART, BUT I DID NOT ATTACK HIM. AFTER I PULLED THEM APART, I TRIED TO EXPLAIN TO HIM THAT HE OUGHT NOT TO BE TREATING MY WIFE LIKE THAT. AFTER ARGUING A WHILE, HE SAID HE WAS GOING TO ARREST HER FOR DRUNKENNESS, AND ME ALSO. BUT WE WERE NOT DRUNK, AND HE KNEW IT. BUT HE SAID HE WAS GOING TO ARREST US ANYWAY FOR DRUNKENNESS. HIS NAME IS OFFICER McGILL AND I HAVE KNOWN HIM FOR A NUMBER OF YEARS.

WHILE I WAS TALKING WITH OFFICER McGILL, A WHITE MAN WHO WAS WORKING ON A HOUSE ACROSS THE STREET CAME OVER WITH A HAMMER IN HIS HAND. THE OFFICER ASKED HIM TO CALL FOR MORE POLICE ON THE POLICE CAR RADIO. SOON ABOUT SEVEN POLICE CARS ARRIVED. OFFICER McGILL HELD HIS GUN ON ME WHILE WAITING FOR HELP. THEY PUT ME AND MY WIFE IN A CAR AND TOOK US TO JAIL. OFFICER McGILL SAID THEY WERE ARRESTING US FOR DISORDERLY CONDUCT, AND THAT THEY WERE GOING TO PUT ON US EVERYTHING THEY COULD. HE SAID HE WAS GOING TO SHOOT MY WIFE DOWN THE NEXT TIME HE SAW HER, AND WAS GOING TO COME GUNNING FOR ME. ON THE WAY TO THE JAIL OUR HANDS WERE HANDCUFFED BEHIND US. McGILL BEAT ME IN THE FACE WITH EITHER HANDCUFFS OR BRASS KNUCKLES. MY FACE WAS BRUISED AND BLOODY WHEN WE GOT TO JAIL. ANOTHER OFFICER STRUCK MY WIFE TWICE ON HER NECK WITH THE BOTTOM EDGE OF HIS HAND.

WHEN WE GOT TO JAIL, WE WERE CHARGED WITH DISORDERLY CONDUCT, RESISTING ARREST, INTERFERING WITH AN OFFICER, AND INTOXICATION. BUT NONE OF THE CHARGES WERE TRUE.

MY TRIAL WAS HELD ON SEPT. 14 AT THE CITY HALL IN ENSLEY. AT THE TRIAL McGILL ADMITTED THAT HE DID NOT HAVE A WARRANT TO SEARCH MY CAR. ANOTHER OFFICER TESTIFIED THAT WHEN HE GOT TO THE SCENE, I WAS ALL BRUISED, BUT McGILL DID NOT ATTACK ME UNTIL WE WERE ON THE WAY TO JAIL. BUT THE JUDGE FOUND US GUILTY AND FINED US A TOTAL OF $365.00 TOGETHER, AND GAVE US EACH SIX MONTHS IN JAIL.

SIGNED:

Mitchell Woods

SPONSORED BY THE
INTER-CITIZENS COMMITTEE
BOX 1443
BIRMINGHAM, ALABAMA

J.L.WARE CHAIRMAN
C.H.OLIVER SECRETARY

Viol. of Intern
1961

DOCUMENT NO. 19 ON HUMAN RIGHTS IN ALABAMA.
RELATED BY JAMES MOORE (16) OF BIRMINGHAM, ALABAMA.

ON TUESDAY EVENING, SEPTEMBER 19, 1961, BETWEEN SEVEN AND EIGHT O'CLOCK, I WAS PLAYING MARCHING SOLDIERS WITH A GROUP OF BOYS. WHILE WE WERE MARCHING UP 45th PLACE(NORTH), A BIRMINGHAM POLICE CAR DROVE UP WITH TWO UNIFORMED POLICEMEN IN IT. THEY STOPPED AND WE ALL STARTED RUNNING. THEY SHINED LIGHTS ON US, AND ONE OF THE BOYS SAID, "CUT OUT THE DAMN LIGHTS." ONE OF THE OFFICERS GOT OUT, AND THE OTHER ONE DROVE AROUND THE BLOCK. THE ONE WHO GOT OUT CAUGHT ME AND HELD ME AROUND THE NECK, BUT I BROKE AWAY AND RAN ACROSS THE STREET. HE SHOT AT ME AND I STOPPED. THEN HE WALKED UP TO ME AND STARTED BEATING ME IN THE FACE WITH A FLASHLIGHT. MY NOSE WAS FRACTURED, A TOOTH LOOSENED, AND MY FACE BADLY BRUISED. THEY THREW ME IN THE CAR AND CURSED ME AGAIN AND AGAIN. THEY SAID, "YOU DAMN NIGGERS AIN'T NOTHING BUT COWARDS." THE OFFICER WHO BEAT ME WAS FLETCHER ALLEN, AND THE OFFICER WITH HIM WAS C.V.GARRETT.

WHEN WE GOT INTO THE CAR, OFFICER ALLEN TOLD OFFICER GARRETT THAT I RAN INTO A CLOTHES LINE AND BRUISED MY FACE. OFFICER GARRETT WAS NOT PRESENT WHEN ALLEN BEAT ME. I WAS AFRAID TO SAY THAT I HAD NOT RUN INTO A CLOTHES LINE BECAUSE HE MIGHT START BEATING ME AGAIN. BUT I DID NOT RUN INTO A CLOTHES LINE, BUT OFFICER ALLEN BEAT ME WITH A FLASHLIGHT.

I WAS TAKEN TO A PARKING LOT WHERE WE WAITED FOR A PATROL WAGON, AFTER WHICH I WAS TAKEN TO JAIL. I ASKED TO MAKE A CALL TO CONTACT MY PARENTS, BUT THEY WOULD NOT LET ME CALL. I DID NOT KNOW WHAT I WAS BEING ARRESTED FOR. I FOUND OUT FROM MY MOTHER LATER THAT I WAS ARRESTED FOR "DISORDERLY CONDUCT". SHE GOT ME OUT ON BOND AT AROUND 10:00 THAT NIGHT.

MY TRIAL WAS HELD ON SEPTEMBER 26 AT THE CITY HALL BEFORE JUDGE BROWN. OFFICER ALLEN TESTIFIED THAT I CURSED HIM AND THAT I RAN INTO A CLOTHES LINE. I WAS FOUND GUILTY AND FINED $30.00 AND GIVEN A 30 DAY SUSPENDED SENTENCE.

SIGNED: JAMES MOORE

James Moore

TWO WITNESSES WERE AT THE TRIAL AND TOOK THE STAND, BUT WERE NOT GIVEN OPPORTUNITY TO TELL WHAT THEY SAW. THEIR SIGNED STATEMENTS ARE GIVEN BELOW.

JAMES MOORE DID NOT CURSE THE OFFICER, AND HE DID NOT RUN INTO A CLOTHES LINE. I SAW THE OFFICER STRIKE JAMES AND THROW HIM INTO THE CAR. I THOUGHT IT WAS MY SON.

SIGNED: IDA MAE CARROLL

Ida Mae Carroll

I SAW THE OFFICER STRIKE JAMES MOORE WITH A FLASHLIGHT. JAMES MOORE DID NOT CURSE. HE DID NOT RUN INTO A CLOTHES LINE EITHER.

SIGNED: HATTIE MAE SIMMONS

Hattie Mae Simmons

****
* SPONSORED BY *
* THE INTER-CITIZENS COMMITTEE*
* BOX 1443 *
* BIRMINGHAM, ALABAMA *
* J. L. WARE CHAIRMAN *
* C.H.OLIVER SECRETARY *
****

Research file

DOCUMENT NO. 20 ON HUMAN RIGHTS IN ALABAMA. POLICE ATROCITIES. RELATED BY MR. AND MRS. PHILLIP TRAVIS OF BIRMINGHAM, ALABAMA.

ON FRIDAY NIGHT, OCT. 27, 1961, A GROUP OF NEGROES WERE AT A NEGRO CAFE IN BIRMINGHAM, ALABAMA. ONE OF THEM REPORTEDLY MADE THE REMARK THAT IF THE COLORED WOMEN WERE NOT INTERCOURSING WITH THE POLICEMEN, THE NIGGER MEN WERE PIMPING WITH THEM. THE OWNER OF THE CAFE REPORTEDLY CALLED THE POLICE, AND TWO POLICEMEN SOON CAME. THEIR NAMES ARE D.P.JONES AND W.D.KING OF THE BIRMINGHAM POLICE DEPARTMENT. THEY LINED UP ALL THE NEGROES AROUND THE WALL OF THE CAFE AND STATIONED A POLICE DOG AT THE DOOR OF THE CAFE AND TOLD HIM TO SIT THERE AND WATCH. THEN THEY TRIED TO FIND OUT WHO MADE THE STATEMENT. THEY THREATENED TO TURN THE DOG LOOSE ON ALL THE NEGROES IF THEY DID NOT TELL WHO MADE THE STATEMENT ABOUT THE POLICEMEN.

KENNON TRAVIS WAS NOT THERE, BUT SOMEHOW HIS NAME WAS BROUGHT UP, AND THE POLICEMEN WENT TO HIS HOME LOOKING FOR HIM. MR. PHILLIP TRAVIS SR. AND MRS. TRAVIS TELL WHAT HAPPENED AFTER THAT.

ON OCT. 28, 1961, AT ABOUT 2:00 IN THE MORNING, A BIRMINGHAM POLICEMAN, D.P.JONES, KNOCKED ON MY DOOR AND ASKED IF MY SON KENNON(19) WAS HOME. I SAID HE WAS. THE OFFICER SAID HE WANTED HIM. I ASKED HIM IF HE HAD A WARRANT, AND HE SAID HE DIDN'T NEED NO DAMN WARRANT. THEN I CLOSED THE DOOR. BUT OFFICER JONES BROKE OPEN THE SCREEN DOOR, BROKE OPEN THE FRONT DOOR, AND CAME IN WITH HIS PISTOL IN HIS HAND AND SAID "WHERE'S THE BOY?" I WAS IN MY PAJAMAS AND MY WIFE WAS ALSO. SHE DID NOT HAVE A CHANCE EVEN TO PUT ON HER HOUSE COAT. KENNON CAME TO A ROOM DOOR IN THE FRONT ROOM AND SAID, "HERE I AM". THE OFFICER THEN STRUCK HIM ON THE HEAD WITH HIS GUN. WHEN HE STRUCK HIM HE SAID, "NIGGER YOU MAKE A DAMN GOOD SPEECH". I TOLD THE OFFICER NOT TO HIT HIM, AND HE TURNED TOWARD ME WITH HIS PISTOL POINTED AT ME. I GRABBED THE GUN AND WHEN I SAW THAT HE WAS TRYING TO POINT THE PISTOL AT MY CHEST, I PUSHED HIS HAND TOWARD THE CEILING AND WE BEGAN TO SCUFFLE. WE SCUFFLED ACROSS THE DINING ROOM. MY OLDEST SON PHILLIP JR.(24) WAS AWAKENED BY THE NOISE AND CAME TO SEE WHAT WAS HAPPENING. BY THIS TIME OFFICER KING CAME IN AND FIRED HIS PISTOL TOWARD THE FLOOR. THEN HE STRUCK PHILLIP JR. ON THE HEAD WITH HIS PISTOL, OPENING A BLOODY WOUND. PHILLIP HAD NOT SAID OR DONE ANYTHING AT ALL. WHILE I WAS STRUGGLING TO KEEP OFFICER JONES FROM SHOOTING ME, OFFICER KING STRUCK ME ON THE HEAD WITH HIS PISTOL, KNOCKING ME UNCONSCIOUS. I FELL DOWN BY THE DINING ROOM TABLE. THEN WHILE I WAS UNCONSCIOUS ON THE FLOOR, OFFICER JONES BACKED AWAY AND SHOT ME. THE BULLET ENTERED MY UPPER RIGHT THIGH AND CAME OUT THROUGH MY LEFT BUTTOCK.

KENNON GOT OUR RIFLE BECAUSE HE SAID THEY HAVE KILLED MY FATHER. MY WIFE MADE HIM PUT IT DOWN AND MADE HIM GO OUT AND GET INTO THE POLICE CAR. BUT WHEN SHE TRIED TO COME BACK INTO THE HOUSE, OFFICER JONES CURSED HER AND REFUSED TO ALLOW HER TO ENTER HER OWN HOME, SO SHE HAD TO GO ACROSS THE STREET TO A NEIGHBOR'S HOUSE IN HER NIGHT CLOTHES. OFFICER JONES CALLED MORE POLICEMEN AND SOON THERE WERE ABOUT SEVEN MORE POLICE CARS AT THE SCENE.

THE OFFICERS TOOK AWAY MY TWO OLDEST SONS AND MY DAUGHTER. SHE HAD SEEN EVERYTHING AND HAD SAID SHE WAS GOING TO CALL OUR LAWYER AND TELL HIM EVERYTHING. THEN THEY DECIDED TO TAKE HER FOR QUESTIONING. NEITHER I NOR MY WIFE KNEW WHERE THEY WERE TAKING THEM, NOR WHY. THEN AROUND 5:00 A.M. THEY CAME AND TOOK MY WIFE AWAY TO THE CITY HALL IN BIRMINGHAM. SHE SAW THAT THEY HAD BROUGHT THEM THERE ALSO. WE HAVE THREE OTHER YOUNG CHILDREN AT THE HOUSE AGED 10, 12, AND 14, AND THEY WERE AWAKENED BY THE NOISE AND SAW EVERYTHING. THEY CAN NEVER FORGET SUCH A SCENE. THE HOUSE WAS ONE BLOODY MESS.

I WAS TAKEN TO A HOSPITAL. AFTER THE AMBULANCE LEFT, MY WIFE WAS ALLOWED TO COME BACK INTO THE HOUSE. THEY BEAT KENNON IN THE POLICE CAR AND KNOCKED HIM UNCONSCIOUS. I HAD TO HAVE 14 STITCHES IN MY HEAD AND HAD TO BE HOSPITALIZED WITH A GUNSHOT WOUND. ALL THIS HAPPENED ON MY BIRTHDAY. THOUGH HOLES HAD BEEN KNOCKED INTO MY TWO SONS' HEADS, THEY WERE NOT GIVEN MEDICAL ATTENTION.

I WAS NOT ARRESTED AT THE TIME. BUT AT ~~MY~~ The TRIAL ON NOV. 14, I WAS ARRESTED AND CHARGED WITH INTERFERING WITH AN OFFICER. PHILLIP JR. WAS CHARGED WITH INTERFERING WITH AN OFFICER. KENNON WAS CHARGED WITH DISORDERLY CONDUCT, RESISTING ARREST, AND PRE-

SENTING FIREARMS.

I HAVE NEVER HAD ANY TROUBLE WITH THE LAW BEFORE IN MY LIFE. BUT I COULD NOT STAND BY AND WATCH AN OFFICER ATTACK MY SON FOR NO REASON WHATEVER. ON JULY 1, THIS YEAR, THE SAME OFFICER JONES CAME TO OUR HOUSE LATE AT NIGHT, WALKED IN AND GOT KENNON OUT OF BED. MY WIFE AND I WANTED TO KNOW WHAT THEY WANTED WITH HIM, AND JONES SAID THAT THEY JUST WANTED TO TALK TO HIM OUT IN THE CAR. BUT WHEN THEY GOT HIM IN THE CAR, THEY TOOK HIM AWAY AND BEAT HIM. SO I WOULD NOT LET THEM TAKE HIM OUT AGAIN UNLESS THEY HAD A WARRANT. MY SON PHILLIP SERVED HIS COUNTRY FOR THREE YEARS AND NINE MONTHS IN THE U.S.AIR FORCE, BUT NOT TO PRESERVE RACIAL INJUSTICE. WE HAVE FILED A COMPLAINT WITH THE F.B.I.

Phillip Travis
PHILLIP TRAVIS

Verna Travis
VERNA TRAVIS

Margaret Travis
MRS. MARGARET TRAVIS

Kennon Travis
KENNON TRAVIS

Phillip Travis Jr.
PHILLIP TRAVIS JR.

I LIVE NEXT DOOR TO MR. TRAVIS. AFTER I HEARD A SHOT I RAN NEXT DOOR AND ENTERED THE HOUSE. I SAW BLOOD EVERYWHERE. I SAW AN OFFICER STANDING IN THE DINING ROOM WITH HIS PISTOL IN HIS HAND. HE CURSED ME AND MADE ME GET OUT OF THE HOUSE. ANOTHER OFFICER OUTSIDE CURSED ME AND MADE ME GO INTO MY HOUSE.
***

Hortense G. Travis

I WENT INTO THE TRAVIS HOME AFTER THE OFFICERS HAD LEFT. I SAW BLOOD IN THE STREET, ON THE PORCH, AND ALL OVER THE HOUSE, ON THE FLOOR, ON THE TELEPHONE. I HELPED TAKE UP THE BLOODY RUGS OFF THE FLOOR AND PUT THEM IN A TUB.
***

David D. Freeman

AFTER THE POLICEMEN HAD GONE I WENT INTO THE TRAVIS HOME. I SAW ALL THE BLOOD. IT LOOKED LIKE THEY HAD HAD A HOG KILLING IN THE HOUSE.
***

Willie Travis

I CAME INTO THE TRAVIS HOME AFTER MR. TRAVIS WAS TAKEN TO THE HOSPITAL. THE HOUSE WAS FULL OF BLOOD, LOOKED LIKE THEY HAD DRUG A HOG THROUGH THE HOUSE AND OUTSIDE. THE BED WAS BLOODY AND THE MATTRESS TURNED ACROSS THE BED.
***

Harold Cooper

I CAME INTO THE TRAVIS HOME AFTER MR. TRAVIS HAD BEEN TAKEN OUT. IT LOOKED LIKE A SLAUGHTER PEN. I SAW BLOOD ON THE FLOOR AND THE BEDDING WAS ALL BLOODIED UP.
***

E H Ford

I CAME INTO THE HOUSE WHEN THEY WERE COMING IN WITH THE STRETCHER. I SAW MR. TRAVIS LYING ON THE FLOOR FULL OF BLOOD. HE WAS IN HIS PAJAMAS WITH A PILLOW UNDER HIS HEAD. I ALSO SAW PHILLIP JR. OUTSIDE IN THE POLICE CAR WITH A TOWEL AROUND HIS HEAD FULL OF BLOOD.
***

Evelyn Black

I MOPPED UP THE BLOOD IN THE TRAVIS HOME AFTER THEY TOOK MR. TRAVIS TO THE HOSPITAL. I WIPED THE BLOOD OFF THE DOORS, THE WALLS, AND THE TELEPHONE TABLE. I PUT MRS. TRAVIS' GOWN WHICH WAS FULL OF BLOOD INTO A TUB OF WATER. I GOT ONE OF THE BULLETS OUT OF THE FLOOR WHILE I WAS MOPPING.
***

Lucille Denman

On this 9th day of December 1961, personally appeared before me the aforementioned, Phillip Travis, Sr., Margaret Travis, Verna Travis, Kennon Travis, and Phillip Travis, Jr., personally known and who made oath that they personally signed before me the above form and that the information and statements given are true and full to the best of their knowledge and belief.

My Commission expires 4-7-64

Missoura N. Moore
NOTARY PUBLIC

SPONSORED BY THE INTER-CITIZENS COMMITTEE
BOX 1443
BIRMINGHAM, ALABAMA

J.L.WARE, CHAIRMAN
C.H.OLIVER, SECRETARY

NATIONAL ASSOCIATION OF INTERGROUP
RELATIONS OFFICIALS

Report of the Commission on Other Civil Rights

Introduction

For the purposes of this report, we have excluded the problems of discrimination in employment, education, housing and health which are the concern of other NAIRO Commissions. Every other civil right would therefore be within the jurisdiction of the commission but to keep our report within reasonable lengths we have (perhaps arbitrarily) limited our discussion to the following civil rights:

1. The right to be free from discrimination by places of public accommodation.

2. The right to all forms of insurance on a non-discriminatory basis.

3. The right to suffrage.

4. The right to security of the person.

5. The right to religious freedom. 1/

1/ Because of limitations of time and the difficulty of meeting in advance of the Conference, it was not possible to circulate this report among the various members of the Commission. It is based on contributions made by individual members assembled and edited by your Chairman. Consequently any value judgments or generalizations must not be attributed to the entire Commission but only to the individual member credited with a particular section of the report and your chairmen.

1. PLACES OF PUBLIC ACCOMMODATION[2]

State laws prohibiting discrimination in places of public accommodation, generally referred to as "civil rights laws" have been enacted by eighteen states.[3] The chart on page 7 lists the states which have such statutes, the dates of their enactment and the type of sanction provided:

In spite of recent increased public concern with civil rights, twenty-seven states still have no civil rights statutes of any kind applicable to places of public accommodation.

These civil rights statutes vary in detail but generally bar discrimination and provide for a civil action for damages by the person aggrieved and/or a criminal prosecution with fines ranging from $10. to $1,000. Provision is also made in many of these statutes for imprisonment for periods ranging from fifteen days to one year.

By and large, these statutes have not proved effective. Public prosecutors regard such offenses as trifling and are unwilling to prosecute unless furnished with airtight cases. The aggrieved individuals themselves prefer to swallow humiliation and insult rather than assume the burdens of a lawsuit which usually turns out to be profitless in view of the small minimum recovery allowed and the difficulty of proving larger money damages. Since jail sentences are almost never imposed and fines are small, the prevailing attitude among those subject to these laws is to treat the fine as a business expense, to take pains to avoid being detected and to continue discriminating. As a result, the conventional civil rights laws, with few exceptions, amount to little more than declarations of state policy.

2/ This section is based primarily in a memorandum prepared by Edwin J. Lukas, Director of the Civil Rights Department of the American Jewish Committee, supplemented by some material from Frank Simpson, Executive Secretary of the Connecticut Civil Rights Commission.

3/ We omit from this group Louisiana, which has a civil rights statute that is inoperative because of the segregation statutes in effect in that state, and Maine and New Hampshire, whose statutes merely prohibit discriminatory advertising but not discriminatory practices.

New Jersey in April 1949, Connecticut in October 1949 and Massachusetts in August 1950 passed laws or amended existing statutes to provide that complaints of discrimination against places of public accommodation would be under the enforcement jurisdiction of the civil rights agencies in those states under the same procedures established for the investigation and conciliation of fair employment practice violations. In 1952, New York, Rhode Island and the City of Philadelphia also adopted similar measures.

In Massachusetts and Connecticut the person discriminated against may also, in addition to complaining to the Commission, institute criminal prosecution. In New Jersey the complainant must choose between the two remedies, which means that if he complains to the Commission he may not also bring a civil suit or institute criminal prosecution.

The procedure followed by these last three state Commissions in investigating and conciliating complaints is essentially the same. First, verification of the complaint - that is to establish that the incident complained of actually did occur. After the complaint has been verified and it is the first such complaint against an establishment, the Commissions enter the conciliation stage. This consists of an informal conference between the Commission's representative and the respondent in which the latter is requested to write to the Commission and the complainant stating that its establishment is acquainted with the law and will abide by it and will serve all people in the future. Massachusetts also requires that the respondent send a letter of apology to the complainant. The complainant is also notified by the Commission, either formally or informally, that he should return to the establishment, if he so chooses, and that if he is not given proper service to notify the Commission.

It has also been the practice in Massachusetts if the establishment in question operates under license or regulation of some other state or local authority to notify such authority of the violation and recommend suspension of these privileges in the event of future violations.

In complaints involving offenders who are more recalcitrant or not amenable to the above methods of conciliation, the Commissions summon the respondents for an informal hearing and require them to execute an affidavit, memorandum or conciliation agreement in which they admit the violation, acknowledge their obligations under the law, agree to serve all persons without discrimination and are told that a further violation will result in a public hearing.

In those complaints where the respondent refuses to enter into conciliation, where it is a second offender or where it denies the allegation and the Commissions are convinced that the evidence supports them, public hearings are held.

A summary of public accommodation complaints received by three of these agencies from the dates their respective laws went into effect to date and their disposition follows:

	Complaints Filed	Probable Cause Found & Satisfactorily Adjusted	No Probable Cause - Withdrawn - Lack of Jurisdiction, etc.	Under investigation
New Jersey	205	146	28	31
Connecticut	89	67	15	7
Massachusetts	29	4	14	11
New York	37			

In addition New Jersey has also held two public hearings, the respondents being a swimming pool and a tavern and Massachusetts is in the process of holding one involving a motor court.

All three agencies report that discrimination in public places has decreased measurably since the passage of these laws. A factor which has contributed largely to this result, which is not reflected in the complaint statistics, is the educational work conducted by these agencies to acquaint public places with these laws and their responsibilities under them. For example, in Connecticut, Commission representatives visited virtually all tourist cabins and summer resorts in the state and have held meetings with restaurant, tavern and hotel owners. New Jersey has done the same with hotels and Massachusetts has conducted surveys of resort advertising to determine whether or not discriminatory phrases are being used and to have them removed when found.

The Connecticut Commission receives many complaints against places which are generally considered public places but because of the narrow definition of a place of public accommodation in the Connecticut law is unable to act on them. It believes that the criterion should be whether the establishment caters to the general public rather than what type of public place it is and the Commission is requesting the Connecticut legislature for the second time to amend their law in this respect.

The General Counsel of SCAD has recently pointed out in New York County, during the period from 1921 to 1939, only two cases were brought by the District Attorney's office under the prior civil rights statute. During the period from 1940-1947, when there was a considerable increase in interest in this type of problem, ten cases were instituted by the District Attorney's office in New York County. Of these twelve cases, one resulted in a conviction, six in dismissals on the defendants' own recognizance, four in acquittals, and one was dismissed for lack of evidence. There were no pleas of guilty. Whether these twelve criminal cases had any effect on the discriminatory practices of other places of public accommodation is extremely doubtful.

The New York State Commission has been requested to rule on the legality of resort advertisements containing phrases like "churches nearby." It has been urged that these "ads" are intended to inform readers that the patronage of Jews is neither solicited nor welcomed; that the phrase is so understood by travel agents and the general public; that it does not provide information about the types of churches available or their "nearness" to the resort; and that it is merely a subterfuge for "restricted" or "selected" which the New York District Attorney in 1943 advised newspapers to reject as violative of the Civil Rights Law. The State Commission has taken this question under advisement.

Wisconsin in 1951 amended its conventional civil rights law to prohibit places of public accommodation from advertising discriminatory policies or practices. The Wisconsin Governor's Commission on Human Rights has reported that as a result several district attorneys have shown new interest in enforcing the law by, among other things, visiting such places to supervise personally the removal of offensive signs. In addition, an educational program is being conducted by the Commission through the use of radio and other mass media. Testimonials received from tourists during the 1951 season indicated the considerable decrease in discriminatory signs posted on highways in areas where such signs had previously appeared. In the several instances of violations reported to the Commission, compliance was obtained.

It is interesting to note the sudden increase in activity in a state which had a conventional civil rights law, following the amendment of the statute to prohibit <u>advertising</u> as well as actual discriminatory guest selection.

The states which have fair employment practices commissions whose jurisdiction could be expanded to include enforcement of public accommodation statutes are Oregon, Washington, Colorado and New Mexico.

The essential features of a sound public accommodations may be briefly summarized as follows:

1. The coverage of the law should be sufficiently broad to afford the needed protection. It is important that the law apply to all persons, protect them from discrimination on the ground of race, religion, color, ancestry or national origin and include a broad definition of "place of public accommodation."

2. The law should be enforced by an administrative agency with power to investigate and adjust complaints, hold hearings and issue cease and desist orders enforceable in the courts.

3. Discriminatory advertising should be barred as well as actual discriminatory practices.

4. Where no administrative agency exists, the state attorney general should be authorized to enjoin violators of the act by simple and summary injunction proceedings.

STATE LAWS CONCERNING DISCRIMINATION BY PLACES OF PUBLIC ACCOMMODATION

State	Year Enacted	Method of Enforcement			Discrimination in Advertising Barred
		Civil	Criminal	Admin.	
California	1905	X[a]			
Colorado	1895	X	X		X
Connecticut	1905		X	X[b]	
Dist. of Col.	1873[c]		X		
Illinois	1885	X	X		X
Indiana	1885	X	X		
Iowa	1884		X		
Kansas	1874	X	X		
Louisiana	1869	X			
Maine	1917				X
Massachusetts	1865	X	X	X[b]	X
Michigan	1885	X	X		X
Minnesota	1885	X	X		
Nebraska	1893		X		
New Hampshire	1919				X
New Jersey	1884	X	X	X[b]	X
New York	1873	X	X	X[b]	X
Ohio	1884	X	X		
Pennsylvania	1867		X		X
Rhode Island	1885		X	X[b]	
Washington	1909		X[d]		
Wisconsin	1895	X	X		X

(a) There has been a court decision holding that an injunction may be obtained against a violator.
(b) One administrative agency enforces FEPC and public accommodations laws.
(c) The Municipal Court of Appeals has held that this law is valid and still in effect.
(d) There has been a court decision upholding a civil suit for damages.

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2. Civil Rights in the United States in 1951, American Jewish Congress and National Association for the Advancement of Colored People, pp. 83-96 (1951).

3. Connecticut Commission on Civil Rights, Report of Activities, 1950-1951, pp. 13, 14, 21; Report, Massachusetts Commission Against Discrimination, 1949-1950, p. 20-22, 1950-1951, p. 71, New Jersey, Division Against Discrimination, Biennial Report, 1949-1951, pp. 4-7.

4. Konvitz, The Constitution and Civil Rights, Columbia University Press, pp. 109-129. (1947).

5. Legislative Attempts to Eliminate Racial and Religious Discrimination 39 Columbia Law Review 986 (1939).

6. Maslow, The Law and Race Relations, Annals, pp. 76-77 (March, 1946).

7. McWilliams, Does Social Discrimination Really Matter? Commentary, Nov. 1947.

8. Murray, States' Laws on Race and Color, Women's Division of Christian Service, pp. 8-9 (1950).

9. A Study of State and Local Legislative and Administrative Acts Designed to Meet Problems of Human Rights, Wisconsin Legislative Reference Library, Research Report No. 105, pp. 19-21 (1952).

FILMS

1. Americans All - Distributed by Association Films; Film Program Services; March of Time; 2 reels, 16 minutes.

2. Boundary Lines - Distributed by Association Films, Film Program Services; one reel, 10 minutes, color.

3. Picture In Your Mind - Distributed by Association Films; 2 reels, 16 minutes, color.

4. The Challenge - Distributed by Civil Rights Film Association; American Jewish Committee; 2 reels, 30 minutes.

2. THE RIGHT TO INSURANCE 4/

Another area of discrimination against members of minority groups, particularly Negroes, is insurance. This problem has become increasingly severe as Negroes have climbed the economic ladder, increased the value and extent of their insurable goods, accumulated the money to pay premiums and adopted the habits of the insurance-minded general population. The problem of obtaining adequate insurance is made more critical for the Negro by the fact that some states now make such insurance compulsory in certain situations. (New York now requires automobile insurance after a car owner has been involved in an accident, N. Y. Vehicle & Traffic Law, Article 6A.)

The insurance problem faced by Negroes can be summarized in two phrases: higher premium rates for comparable protection or total rejection of the Negro's application. These two situations exist for casualty insurance, health and fire insurance and for life insurance. For convenience in discussing the mechanics of the problem and proposed solutions the two types should be differentiated and will be in this report.

The problem of discrimination in insurance exists in some form or another throughout the country, although its severity differs from state to state. In the South, surprisingly enough, discrimination in insurance is a less pressing problem because Negro insurance companies service Negro assureds on non-discriminatory terms. Seven states, namely, Connecticut, Massachusetts, Michigan, Minnesota, New Jersey, New York and Ohio, have laws prohibiting discrimination on grounds of color in life insurance premiums and benefits. The Minnesota law includes automobile insurance and the New York statutes apply to accident and health insurance. Wisconsin prohibits discrimination in accident insurance only. These states present the more interesting problem and enable us to evaluate the technique of prohibitory legislation as a solution to discrimination in insurance.

Little information is available on the operation of these statutes. Some reports have been issued, however, on the workings of the New York and Michigan laws as a result of legislative and executive investigations. These investigations have revealed that the law has not solved the problem of discrimination in either life or casualty insurance.

4/ This section was prepared by Mrs. Lois Waldman, staff counsel of the American Jewish Congress.

It has been found that Negroes sometimes pay premiums equal to twice those paid by white for comparable life insurance protection. This disparity results because the sale of insurance, unlike many other goods and services, is conducted by means of personal solicitation. It is only the rare, well-informed person who seeks out an insurance company. In New York it was found that companies doing business with whites do not solicit Negro business and often reject it, mainly because they are prohibited from charging Negroes higher rates than the whites and they contend that Negro risks are not profitable unless they are permitted to charge higher premiums. The New York law is silent on both failure to solicit and reject Negro risks. Thus, Negro business is left exclusively to companies catering solely to Negroes, which charge premiums higher than those charged to whites by other companies without running afoul of the law against discrimination. The New York Insurance Department attempts to police these companies doing business exclusively with Negroes and in some cases have been successful in obtaining reductions in their premium rates. However, as matters now stand, these companies generally do not provide the Negro with the soundest and most favorable insurance protection.

The failure of general insurance companies to solicit Negro business and the excuse offered by other companies for the higher premiums charged to Negroes is that Negroes as a race have a higher mortality and morbidity rate than whites. Spokesmen for Negro groups insist, however, that although that may be true, Negroes on a high economic level have a greater life expectancy than whites on a lower economic level. Yet, because the companies use separate actuarial tables for Negroes, the high income Negro pays higher rates than whites in comparable economic circumstances. Negro spokesmen charge that a law forbidding discrimination in insurance cannot operate effectively unless the companies are denied the right to use actuarial tables based solely on race.

From the foregoing discussion it is apparent that the first need is for an objective analysis of the actuarial facts. Only on the basis of such an analysis can a solution be reached which would be fair both to the companies and to minority group members. Toward that end several of the larger life insurance companies in New Jersey on an experimental basis are now writing Negro risks in that state using the same underwriting standards as those used for white risks so as to obtain a sufficiently large and representative group of such risks for comparative mortality studies. Until such objective analyses are completed however, suggestions, such as that made by a former State Commissioner of Insurance, that the law permit a differential between white and Negro premium rates in order to encourage solicitation of Negro insurance business would appear to be premature.

A similar pattern of high premiums or outright rejection of Negro applicants was found by a committee of the New York State Legislature investigating automobile and fire insurance. Auto insurance premium rates as well as fire insurance rates are based on the geographical area in which the insured property is located or used. The committee concluded that whatever discrimination existed was based on area rather than race. According to the committee, Negro policy holders generally came from congested areas where inadequate housing, sanitation and law enforcement facilities increased the risk in their insured property. The insurance companies contended before the legislative committee that in these areas they had to be extremely selective or incur severe losses and therefore it was for that reason they refused Negro insurance applicants residing in these areas.

The New York law prohibiting discrimination in accident and health insurance does not on its face prohibit any company from rejecting a risk because of the area in which the risk is located and therefore the law is powerless to require the insurance companies to accept policies from Negroes in these congested areas. A substantial step, probably prompted by fear of government action, has however been taken by private insurance companies towards solving the problem of discrimination in the auto insurance field. The companies have established the New York State Assigned Risk Plan. This Plan was initially devised by the insurance companies to provide coverage for persons with bad accident records and accordingly assureds under the Plan were required to pay higher premiums than if they insured directly through a company. Formerly, owners without poor records who applied to the Plan because of difficulty experienced in obtaining direct insurance also had to pay the extra premium. Today however, such applicants receive coverage without extra premiums; as a result, no owner now can be prevented from obtaining insurance at regular rates because of his residence, providing he meets other requirements. Thus Negroes denied insurance can now obtain it through this plan.

3. THE RIGHT TO SUFFRAGE 3/

Since the Supreme Court decision of 1944 outlawing the white primary in Texas and especially since 1946 there has been a steady increase in the number of Negroes qualified to vote in the southern states. A recent survey made by the National Association for the Advancement of Colored People, which has sponsored a southwide drive to increase Negro voting strength, indicates that approximately 1,500,000 Negroes were qualified to vote in the southern states on November 4. The potential Negro vote in the region numbers nearly 6,000,000.

With the banning of the white primary the principal obstacle to Negro voting in the South was hurdled. Subsequent decisions by lower Federal courts reaffirmed the right of Negroes to participate in the Democratic party primaries in those states. There remain, however, other obstacles. Chief among them are the following:

(1) The poll tax still remains in five southern states - Alabama, Arkansas, Mississippi, Texas and Virginia. It is not merely that the poll tax places a price tag on the right to vote but the conditions of payment handicap voting. In Alabama the annual tax of $1.50 is cumulative from the age of 21 to 45; in Virginia for a three-year period, in Mississippi for two years. But this is not all. In Texas and Mississippi the tax must be paid by the end of the December preceding the November election and the earlier primaries. Only those persons who paid this poll tax by December 31, 1951, were eligible to vote in the November, 1952 elections in those states.

(2) Registration requirements are rigged to make voting more difficult. Last year Alabama passed a voters qualification amendment designed to make it more difficult for persons to vote by requiring applicants to answer a series of complex questions concerning the Constitution and government. A similar proposal was voted on in Mississippi on November 4. In Georgia, two years ago, a new law was passed at the instigation of Governor Talmadge, requiring complete re-registration with a more difficult set of questions to be answered. In Louisiana, which is near the top of illiteracy in the nation, an extremely complicated registration form is handed to the applicant to be filled out without any assistance from the registrar. In Virginia the applicant is simply handed a blank card on which he is to fill out the answers to ten questions which are nowhere indicated on the card. One must not only know the answers but also the questions and be able to give them without assistance.

The NAACP recently filed a complaint with the Department of Justice based on sworn statements by applicants in Hattiesburg, Miss., that they had been asked, when seeking to register, such questions as "How many bubbles in a bar of soap?" and "What is due process of law?"

3/ This section was prepared by Henry Lee Moon, Public Relations Director of the NAACP.

(3) In addition to these obstacles there is intimidation and fear in many areas, particularly in rural districts. In Louisiana a Negro, who had filed suit to compel the election authorities to permit him to register, was killed by a special police officer before the case came to trial. In Mississippi, Negroes are still unable to register in the vast majority of the counties of the state. This is pretty generally true in the rural areas of other States.

(4) There is also a certain amount of apathy which stems from long denial of the right to vote and from a sense of futility. In Georgia, for instance, after 1946 there was an extensive purge of rolls and the Negro registration dropped from 150,000 to around 100,000. There was also a feeling that under the country unit system the urban Negro vote could not be effectively used. Likewise the defeat of candidates for whom large numbers of Negroes voted may contribute to the apathy. Finally, in the South the Negro voter has generally little choice among candidates, for practically all campaign on a platform of white supremacy, some more vehemently than others.

The NAACP and other organizations, particularly voters leagues, are continuing their efforts to increase the Negro vote, to protect it through legal action and to give it guidance. (The NAACP, of course, acts upon a non-partisan basis.)

4. THE RIGHT OF SECURITY OF THE PERSON 5/

(a) Introduction

Acts of violence motivated by racial or religious hatred were perpetrated in the period since the middle of last year in various parts of the United States.

These acts of violence were in most cases directed against members of the Negro race; in a few instances, outrages were committed against Jewish or Catholic institutions.

Some of the anti-Negro incidents occurred when efforts were made to break through an established pattern of racial segregation or exclusion. For example, in Cairo, Illinois, the dynamiting of the home of a Negro physician in January, 1952 was apparently motivated by the resentment over admission of Negro students to public schools which until then had been reserved to white pupils only. The most serious incident of this sort occurred in July, 1951 in the Chicago suburb of Cicero over the attempt of a Negro to move with his family into this town which until then had been kept free of Negroes.

Early in 1952, Philadelphia witnessed a number of anti-Semitic assaults on Jewish boys and acts of vandalism upon Jewish houses of worship. In one case, a synagogue was set afire while sixty elderly people were congregated in the building. Other acts of anti-Semitic vandalism occurred in Phoenix, Arizona and Charleston, South Carolina. In Atlanta, Georgia, attempts were made to terrorize the Catholic community by threats made over the telephone to blow up a Catholic church. There was no evident pattern to this and similar attacks. Rarely were the culprits caught.

While each of the incidents so far described was directed against a specific racial or religious group, the series of incidents which occurred in Miami, Florida since the first part of 1951 is characterized by a combination of attacks on Jewish, Catholic and Negro institutions and persons. In April and June of 1951, a Jewish Center was twice damaged, once by rifle bullets and the other time by a dynamite explosion. Later in the year, unexploded sticks of dynamite were found near a temple, various Jewish centers and at the entrance of a Catholic church. Heavy damage was caused to a Negro housing project called "Carver Village" by an explosion of two charges of dynamite on September 22nd, and again by dynamite blast on November 30, 1951.

5/ This section represents the contributions of Sol Rabkin of the Anti-Defamation League of B'nai B'rith and George S. Mitchell, Executive Director of the Southern Regional Council.

The dynamite outrages in Florida had their tragic culmination on Christmas night of 1951 when Harry T. Moore, Negro school teacher and official of the NAACP, was killed during his sleep by the explosion of a charge of dynamite which had been placed under his house directly beneath his bead. Mrs. Moore was seriously injured; she died of her wounds a few days later. Investigation of these outrages, started by the state and local authorities of Florida, was unsuccessful. As in Cicero, Federal law enforcement authorities stepped in and started their own investigation, which also has proved fruitless thus far.

Incidents arising from Negro hatred and involving violence occurred in other parts of Florida and in many other parts of the South. In May, 1952, a Negro polling place in Jacksonville, Florida, was dynamited and an attempt was made to bomb the home of a Negro leader in the same place. The apparent motive of these outrages was to scare Negroes and keep them from the polls. No less than six bombings occurred in Georgia and Alabama, during the first eight days of 1952. Altogether more than forty bombings have been perpetrated in the South by terrorists and vandals in a little more than a year.

(b) Lynching

The annual report of the Department of Records and Research at Tuskegee Institute listed only one lynching for 1951. There were two in 1950, three in 1949 and two in 1948. In comparison, Tuskegee recorded 64 lynchings in 1921, 61 in 1920 and 83 in 1919.

Lynchings have not only decreased sharply in number in the last thirty years; the pattern of lynching has undergone a transformation. The traditional lynch mob, publicly hunting and torturing its victims, has been replaced by a smaller group that plans and kills quietly. With the technical definition of lynching requiring three or more participants, it becomes increasingly hard to distinguish between bona fide lynchings and ordinary murders.

Down through the years the number of lynchings a year came to be used as an index of the status of racial tensions. This is no longer true. With public opinion frowning on old-fashioned lynching violence and law officers taking action against lynching participants, the number of lynchings has declined to the point of disappearance. But the number of floggings, shootings in the "course of arrest," acts of police brutality and bombings has increased tremendously. The lawlessness of the lynch mob has been diverted to new forms of interracial violence.

(c) Bomb Violence

The great majority of these bombings have been concentrated in Southern cities where Negro housing is still pitifully inadequate and

Negro families are attempting to buy and build in neighborhoods formerly occupied by whites. Left-over white housing, vacated as more and more families push out toward the suburbs, is generally the only housing available to the urban Negro. But the first sign of Negro occupancy in "white" neighborhoods often results in a period of suspicion and tension, ultimately climaxed by bombing of the Negro's new home.

Recognizing the extent to which the housing shortage in the South is germane to the problem of bomb violence, a conference of Southern human relations agencies was called together by the Southern Regional Council this spring to stimulate increased housing for Negroes. Also concerned with the present lethargy of law enforcement agencies in bombing cases, the group called for prompt and impartial handling of housing tensions.

While most of the Southern bombings have been related to housing pressures, some can be traced to other tensions.

(d) Police Brutality

Police violence of any sort, but especially against Negroes is difficult to prove. The police officer's word usually carries more weight in a courtroom than that of the plain citizen and witnesses are reluctant to testify against policemen. In addition, there are, of course, situations when police officers must use force to protect themselves and others.

The special difficulties of curbing police violence against Negroes, plus the general indifference of the white community, have produced a rather tolerant attitude toward this form of legalized crime. Negroes in Birmingham had been protesting police violence since 1948--indeed, Emory O. Jackson, editor of the Birmingham World, reported that 26 Negroes were killed by city police between 1948 and 1950--but not a single policeman had been indicted for unjustifiable homicide. Eventually the tolerence may backfire. White people in Birmingham, Ala., for example, became victims of an outburst of police brutality toward the end of 1951.

Improved police training is an obvious need in securing individual safety for the Southern Negro. Training designed to professionalize police forces, to develop in the policeman an attitude of impartiality of the law above personal prejudice, if widespread, would act as a preventative measure for many of the violences against the person being committedat present.

A major step toward modern police training for the South has already been taken. In 1951 the Southern Police Institute of Louisville, Ky. was organized with the aim of raising professional police standards in the region. Curriculum, as described in an Institute

prospectus, includes "a broad course covering not only essentials of police science but also embracing law, administration and sociology." There is a special unit entitled "Socio-legal Problems of the Southern Region" which emphasizes the background of racial tensions and the role of the police in dealing with tensions.

There are also indications that more Southern police departments will provide training in human relations as a part of their regular personnel instruction. This year, for instance, the New Orleans police department prepared a handbook for their human relations training program and recently mailed it to police chiefs throughout the South.

A second important influence in the improvement of police practice is the employment of Negro policemen and policewomen. Regarded as a daring experiment less than 10 years ago, the employment of Negro police is now generally accepted as a practical common sense aid to law enforcement. Latest tabulations show that a total of 571 Negro police are now on forces in 96 Southern cities and 6 counties. In the past two years Negroes have begun to serve as deputy sheriffs, a further indication of the acceptance and effectiveness of Negro police.

Police chiefs attending the annual convention of the International Association of Police Chiefs in Miami last November were unanimous in their praise of Negro police. Miami Chief Walter Headley spoke for many Southern police departments when he declared, "In the seven years since the first of our Negro officers were sworn in crimes of violence in our Negro communities have been reduced about 50%."

(e) Klan Violence

At the close of World War II the South experienced a revival of the Ku Klux Klan somewhat similar to the revival following the first world war. This time, however, the period of growth and enthusiasm for the Klan was short-lived, with public sentiment turning against the Klan within a couple of years.

The present Klan is broken up into three splinter groups in Georgia, Florida and South Carolina. Most of the Klan activity outside the Carolinas has been confined to public demonstrations and cross-burnings, with scattered and apparently uncoordinated acts of brutality and terrorism.

The fate of the South Carolina Ku Klux Klan and its leader Tom Hamilton made headlines recently. Most determined of all Klan figures, Hamilton initiated a reign of terror and fear in Columbus County, N.C. in which victims, colored and white, were beaten for supposed offenses ranging from excessive drink to non-payment of debts.

In Feb., 1952 the FBI moved in and, using the Lindbergh Kidnapping Act, started large-scale prosecution. By August, Hamilton and 62 of his followers were sentenced to jail terms ranging upward to six years or payment of fines totaling $16,300. As ringleader, Hamilton got a jail sentence with a maximum penalty of four years.

Prior to the FBI action, Sheriff C. E. Stasser of Horry County, S. C. waged a continuous but unsuccessful battle against the South Carolina Association of Klans.

Southern public opinion has of late been strongly opposed to the Klan and its principles. Proof of this is found in the passage of anti-Klan and anti-mask laws in four Southern states and 52 Southern cities. The new state laws enacted by Alabama, Florida, Georgia and South Carolina have "teeth," as do the anti-Klan laws put on the statute books in Louisiana, Oklahoma and Texas during the surge of Ku Kluxism in the 1920's. Tennessee still has a weak anti-Klan measure dating back to Reconstruction days and Arkansas, a weak law passed in 1909. Kentucky, North Carolina and Virginia are thus the only Southern states without specific legal devices for stamping out the Klan. Newspapers, church groups and civic organizations have been outspoken against the hooded order and were active in exerting pressure for anti-Klan legislation.

Despite its organizational weakness and loss of prestige, the Klan nevertheless remains influential as a symbol of lawlessness. As such it continues to inspire fear in the hearts of Negroes living within its reach and to bolster violence-minded individuals to take the law into their own hands.

(f) Conclusion

From an examination of the incidents involving the use of intimidation and force against members of racial or religious minorities, the following conclusions appear to be warranted:-

(a) Laws directed against violence by individuals or groups of individuals are on the statute books of all the states. The efficiency of law enforcing authorities depends to a large extent on public opinion in the affected part of the country. If public opinion takes a determined stand against violence, whatever the cause may be, improved enforcement of laws will follow. It is one of the important tasks of a human relations agency to help foster such public opinion.

(b) The instances of violence in Cicerco, Florida and North Carolina reported above demonstrate the importance of law enforcement by Federal agencies. In Cicero, state law enforcing agencies indicted the victims of the race violence instead of the attackers. In North Carolina, it was the FBI which got the ball of effective law enforce-

ment rolling. The FBI as well as Federal grand juries and Federal courts are less dependent on local conditions than the corresponding state agencies. They may act efficiently in situations when the local public opinion does not force local law officials into action.

Of course, Federal authorities can intervene only when there is suspicion of an offense against a Federal law. The existing Federal civil rights law on which intervention by the FBI is usually based is limited in scope and surrounded by so many qualifications that it is often difficult to predicate an effective prosecution on that law. It is for this reason that the enactment of a comprehensive Federal civil rights law has been advocated for many years. Enactment of such a law by Congress would substantially extend the situations in which Federal authorities could intervene in instances involving the use of intimidation or force against members of a racial or religious minority. No longer would it be necessary for the FBI, as it did in North Carolina, to await until the gangsters happen to carry one of their victims over a state border, thus committing a Federal offense under the Lindbergh Act.

(c) Secret organizations based on race prejudice and hatred such as the KKK may terrorize a community by their mere existence, even though no actual acts of force or violence are committed. State and municipal anti-mask legislation can however eliminate the secrecy of membership, an essential element of the KKK operations. Only if it maintains the absolute anonymity of those who belong to it can it continue to claim the support of so-called responsible elements of the community. Similarly, once it is unmasked its membership will be shown to consist largely of the rowdier elements of the community.

Another type of law which may be used against secret operation of the KKK are those requiring the registration of secret, oath-bound organizations. The constitutionality of such a law enacted in New York State, was upheld by the U. S. Supreme Court.

(d) As long as racial discrimination and segregation is regarded as desirable by the leading elements of the white population of the South, the klansmen will derive encouragement for their activities from such attitudes. Thus, in the final analysis, educational campaigns against racial discrimination and segregation as denials of the basic guarantee of democracy must also be carried on.

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5. THE RIGHT TO RELIGIOUS LIBERTY 6/

The problems of religious liberty and separation of church and state have not previously been deemed within NAIRO's area of interest. Yet, the free exercise of religion, secured by the First Amendment to the Constitution, is as much a civil right as any other with which NAIRO has been concerned and the inter-religious tensions evoked by such a difficult church-state issue as the role of religion in public education presents problems in inter-group relations as real and as difficult as those in Negro-white tension areas.

We cannot do more than outline the basic problems in this field and recommend that NAIRO recognize its jurisdiction and competence to deal with them. At present, the National Conference of Christians and Jews is the organization chiefly concerned with the inter-religion relationships and the American Civil Liberties Union and the American Jewish Congress are the organizations chiefly concerned with religious liberty and separation of church and state.

Violations of religious liberty frequently involve other civil rights as well. For example, discharge of a Jewish employee who absents himself from his job on Yom Kippur may be considered a violation of his religious freedom but it may also be considered, as it has been by the New York State Commission Against Discrimination, as an act of discrimination in employment. So too, municipal failure to prevent violence against members of Jehovah's Witnesses may be considered either under the religious freedom rubric or as an aspect of the civil right of security of the person.

In the area of religious liberty, one of the principal problems concerns protection of the constitutional rights of unorthodox and unpopular religious minorities, chiefly, but far from exclusively, Jehovah's Witnesses. As the late Justice Murphy said: "They have suffered brutal beatings; their property has been destroyed; they have been harassed at every turn by the resurrection and enforcement of little-used ordinances and statutes."

Almost equally serious is the problem of conscientious objectors either to military service, or occasionally, to the loyalty oath. Other problems include zoning regulations that restrict or exclude houses of worship or religious schools from residential areas; discrimination against Sabbatarians in civil service and unemployment compensation laws and the enforcement of compulsory Sunday laws.

6/ This section was drafted by Leo Pfeffer, assistant director of the Commission on Law and Social Action of the American Jewish Congress.

In church-state relationships, difficult and delicate problems of inter-religious tensions arise out of the introduction of religious practices and teachings in the public schools. In a number of communities, including Brooklyn, N. Y., White Plains, N. Y., Waterbury, Conn., and Chelsea, Mass., potentially explosive situations were evoked by Jewish objections to some aspects of Christmas celebrations in the public schools. Incidents such as these are likely to recur with increasing frequency.

Serious problems in inter-group relations are also raised by Catholic objections to baccalaureate programs, Catholic and Jewish objections to distribution of the Gideons Bible to public school children, the introduction of the released time program for religious instruction, Protestant objections to public transportation of Catholic children to parochial schools and the incorporation of parochial schools into the public school system.

All these problems have been ignored by NAIRO in the past. Their seriousness is hardly open to question, and ignoring them will not constitute their solution. Unless inter-group relations means only inter-racial relations, it is clear that NAIRO should give serious consideration to these problems in its conferences and deliberations.

Respectfully submitted,

Will Maslow, chairman

Olive R. Beasley

Joseph C. Coles

John C. Feild

Phineas Indritz

Edwin J. Lukas

Henry Lee Moon

Dennis D. Nelson

Sol Rabkin

Alan Reitman

Betty Schneider

Frank T. Simpson

November 11, 1952

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Executive Director
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JEWISH COMMUNITY RELATIONS COUNCIL

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RECEIVED
FEB 27
Southern Regional Council

MEMO TO: George Mitchell

FROM: Helen Schwartz

DATE: February 20, 1953

I thought you would be interested in knowing about the enclosed editorial which appeared in the St. Louis Post-Dispatch yesterday, February 19.

The right occasion to talk further with Mr. Dearmont never presented itself, and I didn't feel it was advisable to send him the material which you sent me relating to the S.R.C's request to the Fund.

My very best regards.

Helen Schwartz

HS:ah

Enc.

Will Maslow NAIRO

April 21, 1953

Mr. Will Maslow
American Jewish Congress
15 E. 84th St.
New York 28, N. Y.

Dear Will:

That's all right about serving on the Commission. I will be glad to, and I take on "Violence and Vandalism." I would like to have associated with me Mr. Alex Miller, Southeastern director of the Anti-Defamation League of B'nai B'rith, 11 Pryor Street, S.W., Atlanta. I doubt that he is a member of NAIRO, but he ought to be, and I am sure he would be willing to help me get up the material.

The program looks all right to me.

Sincerely,

George S. Mitchell
Executive Director

GSM:ec

American Jewish Congress

ISRAEL GOLDSTEIN, *President*
SHAD POLIER, *Chairman Executive Committee* — MORTON M. BERMAN, *Chairman Administrative Committee*
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DAVID W. PETEGORSKY, *Executive Director*
ISAAC TOUBIN, *Associate Director*

COMMISSION ON LAW AND SOCIAL ACTION
HERMAN L. WEISMAN, *Chairman*
WILL MASLOW, *Director* — LEO PFEFFER, *Assistant Director*

STEPHEN WISE CONGRESS HOUSE • 15 East 84th St. • New York 28, N. Y. • TRafalgar 9-4500

RECEIVED APR 20 Southern Regional Council

April 16, 1953

Mr. George S. Mitchell
Southern Regional Council
63 Audobon Avenue, N.E.
Atlanta 3, Georgia

Dear George:

I have been redesignated chairman of the NAIRO Commission on Civil Rights and would very much like to have you serve as a member of that Commission. Since other commissions have been created to deal with problems of manpower utilization, education and housing, all other civil rights problems are within our jurisdiction.

My recommendation is that our Commission should concern itself with the following eight topics:

1. Suffrage
2. Violence and Vandalism
3. Religious Liberty
4. Places of Public Accommodation
5. Insurance
6. Hospital and Health Facilities
7. Recreational Facilities
8. The Right to Enter the United States

I would be grateful if you would accept primary responsibility for at least one topic and accordingly suggest "Violence and Vandalism," although if you wish you can select another topic. Needless to say, memoranda prepared on any topic will be reviewed by the entire Commission.

According to the present plans of the NAIRO Board, the report of the Commission is due by September 15, and will be presented at the Minneapolis Convention in November.

I am having the November 11, 1952 report of the Commission on Civil Rights, which was submitted at the Washington, D. C. conference, reduplicated and will have it in your hands shortly.

Would you be good enough to tell me therefore:

1. Whether you can serve on the Commission.
2. What suggestions you have for other possible members.
3. Do you agree with the eight-point topic outline; if not, what topics should be eliminated or added.
4. Can you accept primary responsibility for the topic suggested for you or would you prefer another topic. (Please give a first and second choice.)

I would appreciate a prompt reply.

Sincerely yours,

Will

Will Maslow

American Jewish Congress

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April 30, 1953

Mr. George S. Mitchell, Executive Director
Southern Regional Council, Inc.
Room 432
63 Auburn Avenue, N.E.
Atlanta 3, Georgia

RECEIVED
MAY 7
Southern Regional Council

Dear George:

I have already invited Sol Rabkin of the Anti-Defamation League to serve on the Commission and asked him to take the topic of Violence and Vandalism. I am sure, therefore, that any material that Alex Miller has will be turned over to Sol. Needless to say, however, I have no objection to your working with Alex on this problem. I hope you can explain to Alex, however, why I would not like to have two representatives of his agency on the Commission.

Here is a copy of the 1952 report I promised you together with a copy of the AJC-NAACP 1952 Balance Sheet of Group Relations which has just been published.

Sincerely yours,

Will

Will Maslow

Enc.

Balance Sheet being sent under separate cover.

RECEIVED
JUN 10
Southern Regional Council

June 5, 1953

To: Members of the NAIRO Commission on Civil Rights

I must apologize for not writing to you individually but our Commission has grown so that the mimeograph machine must replace the typewriter. Twenty-two persons have agreed to serve on the Commission and likewise to accept the responsibilities set forth alongside their names in the following table:

1. Suffrage	Henry Lee Moon National Association for the Advancement of Colored People
2. Violence and Vandalism	Alexander F. Miller Anti-Defamation League
	George S. Mitchell Southern Regional Council
3. Religious Liberty	Dan W. Dodson New York University School of Education
	Rev. Albert S. Foley S.J. Research Center for Group Dynamics Michigan University
	Leo Pfeffer American Jewish Congress
4. Places of Public Accommodation, Including Health and Hospital Facility	Olive R. Beasley Michigan Committee on Civil Rights
	Theodore Leskes American Jewish Committee
	Richard Marks Mayor's Interracial Committee of Detroit
	Ray O'Connor Bridgeport Inter-Group Council

5. Insurance	Paul L. Klein Cleveland Labor Committee for Human Rights
6. The Right to Enter the United States	Jules Cohen National Community Relations Advisory Council
	Sidney Liskofsky American Jewish Committee
7. Miscellaneous	
Impact on American Indians	Alexander Lesser Association on American-Indian Affairs
Impact on Latin-Americans	George I. Sanchez University of Texas
Impact on Puerto Ricans	Clarence Senior Commonwealth of Puerto Rico, Immigration Division
Civil Rights Aspects	Alan Reitman American Civil Liberties Union
8. Officers	Will Maslow, Chairman American Jewish Congress
	William E. Cratic, Vice Chairman National Association for the Advancement of Colored People
	Fritz Pollard, Secretary Chicago Commission on Group Relations

It would be of tremendous help if each of you would write me suggesting how the material for this year's report within the area assigned should be treated. Of course, if you have any suggestions for the other areas as well, we would be glad to get them.

The NAIRO Board would like to get from us by July 1 a clear blueprint of what we plan to do in our 1953 report.

Will Maslow

F. D. BLUFORD, PRESIDENT

E. R. HODGIN, SECRETARY-TREASURER

The Agricultural and Technical College of North Carolina

GREENSBORO, N. C.

June 17, 1953

Mr. George S. Mitchell, Executive Director
Southern Regional Council
63 Auburn Avenue, North East
Atlanta, Georgia

Dear Mr. Mitchell:

I am a member of the Organization and Extension Committee for the Weatherby Division of the General Greene Council of the Boy Scouts of America. We have two scouts from the Weatherby Division, leaving for the 1953 jamboree in Los Angeles, California. From the Directives that have been sent regarding the travel to and from California, there is an indication of segregation practices with regard to races. Knowing of your general interest in the American way of life and having read, with quite a deal of interest, your magazine "The New South", and also since the departure for scouts from Region Six will be made from Atlanta, I take the liberty to write you about the situation.

I don't know if there is anything that you might do regarding the practices that might prevail, or it may be that you are aware, already, of the plans and procedures regarding the arrangement for the California trip. I thought, however, that it would be well to call it to your attention just in case you might not have been familiar with it and would probably be interested in investigating whether or not these assumptions are well grounded.

Several people have been intensely concerned about this matter and have written letters to the New York office calling attention to what seemed to be a repetition of the practices that have prevailed heretofore. I am writing you, not necessarily as a member of the local council, but as an interested individual in this particular matter.

Very sincerely yours,

S. C. Smith, Dean
Technical Institute

SCS:mrg

June 1953. Negro home in Memphis bombed. House recently sold to Negro in area previously occupied by white owners.

June 1953. Bill Hendrix, Tallahassee contractor, and former Grand Dragon of the Florida KKK, announced he would revive the Klan to fight non-segregation, which he called "a Communist program to take over America." He was further quoted as saying, "We will fight by every means to protect our constitutional rights, even if we are forced to bear arms." A meeting at Columbus, Georgia, elected him Imperial Emperor.

April 1953. Bull Connor convicted on morals charge and fined $25. Appealed. Had been police commissioner since 1937. Morals charge conviction was on Jaunary 7. CHATTANOOGA TIMES says penalty was $50 fine and 180 days suspended jail sentence. Another issue says fine $100. In June '53 Circuit Court of Appeals dismissed the conviction of Connor on grounds that the ordinance was too broad.

Ku Klux (Florida). In June 1953 a UP story from Miami said six central Florida KKK men charged with lying to a federal jury would be brought to trial in September. Four belonged to the Klavern at Apopka. The grand jury stemmed from the bombings of two years before.

Atlanta, April 1953. Outburst of dynamitings of Negro homes in disputed area in Atlanta. Four homes damaged. Six separate instances of bombings or burnings.

Interracial police incident in Atlanta April 1953. Negro citizens mass meeting to protest.

Macon, Georgia., March 1953. Six-foot cross burned at night in front of the home of Negro candidate for city water commissioner.

April 1953. North Carolina House of Representatives passed overwhelmingly a bill to outlaw KKK and Comunist Party in North Carolina.

December 1952, Homestead, Florida. White policeman was indicted on a murder charge for the killing of a Negro automobilist who had resisted arrest. In June '53 a jury found the police officer innocent. The judge, in instructing the jury, said: "It will have to appear from the evidence and the jury will have to find beyond a reasonable doubt that he had a definite conscious intent to deprive the prisoner of his civil rights.

Stuttgart, Arkansas, February 22, 1953. Interracial police incident.

Negro pistol whipped by two police officers.

September 1952. Federal grand jury indicted four prison camp employees on charges of cruel and inhuman treatment of prisoners. Nothing said about color.

Birmingham, October 1952. State attorneys in Alabama were planning a third round of impeachment proceedings against Commissioner Eugene Connor.

September 1952. Negro citizen in Atlanta filed damages against two Atlanta white policemen, alleging unprovoked arrest and assault.

September 1952. Another charge of unlawful arrest of Negro at Roper, N. C.

North Carolina. Conviction of Ku Kluxers occurred at the end of August 1952.

ADL SOUTHERN OFFICE
11 PRYOR ST., S. W., ATLANTA, GA.

For your information

Dr. George Mitchell
Southern Regional Council

Attached is copies of correspondence re: the same matter we discussed this A.M. — Regards

Alex Miller

P
7/27

July 20, 1953

Mr. Will Maslow
American Jewish Congress
15 East 84th Street
New York 28, N.Y.

Dear Will:

In response to your letter of July 16th, please be advised that an anti-Klan law was passed in North Carolina on April 30, 1953. Sol Rabkin has a complete copy of this law and the details about its signing and I urge that you call him if you need any detailed information.

The original bill as proposed was a bad one and we opposed it. This is the one that was killed in committee. The subsequent legislation which was passed contained modifications which we suggested.

With regard to the status of the Alabama referendum on the poll tax, the referendum will be held in late September. It was voted to submit this referendum by the Alabama Legislature on June 16th.

The referendum is for poll tax reform not repeal. It is proposed that instead of the poll tax being cumulative to $36.00 that it only be cumulative for two years or a total of $3.00.

With reference to the report for NAIRO, both George Mitchell and I have been out of town a good deal during the past month. I spoke to George today and we will get together one day early next week and try to knock out some sort of a report for you.

With all best wishes.

Cordially yours,

Alexander F. Miller

AFM:d
cc: Sol Rabkin
Oscar Cohen

American Jewish Congress

ISRAEL GOLDSTEIN, *President*
SHAD POLIER, *Chairman Executive Committee* — MORTON M. BERMAN, *Chairman Administrative Committee*
NATHAN L. EDELSTEIN, *Secretary* — BENJAMIN S. KALNICK, *Treasurer*
DAVID W. PETEGORSKY, *Executive Director*
ISAAC TOUBIN, *Associate Director*

COMMISSION ON LAW AND SOCIAL ACTION
HERMAN L. WEISMAN, *Chairman*
WILL MASLOW, *Director* — LEO PFEFFER, *Assistant Director*

STEPHEN WISE CONGRESS HOUSE • 15 East 84th St. • New York 28, N. Y. • TRafalgar 9-4500

July 16, 1953

Mr. Alexander Miller
Anti-Defamation League
11 Pryor Street, S. W.
Apartment 305
Atlanta, Georgia

Dear Alex:

I am checking on the status of two bills about which there seems to be some difference of opinion. The Pittsburgh Courier reported that the North Carolina bill (HB 306, SB 140) to outlaw the Ku Klux Klan was killed by a vote of 20 to 18 in the Senate although the recent ADL roundup states that it became law. Secondly, that same roundup reports that the Alabama referendum on the poll tax will be held at a special election. That was the provision in the House bill but I understand that in the Senate this provision was changed so that the proposal would be voted on at a general election. Can you tell me what finally happened.

Best regards,

Will

Will Maslow

Copies: Mr. Rabkin
Mr. Aronson

p 7/23

American Jewish Congress

ISRAEL GOLDSTEIN, *President*
SHAD POLIER, *Chairman Executive Committee*
MORTON M. BERMAN, *Chairman Administrative Committee*
NATHAN L. EDELSTEIN, *Secretary*
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LEO PFEFFER, *Assistant Director*

STEPHEN WISE CONGRESS HOUSE • 15 East 84th St. • New York 28, N. Y. • TRafalgar 9-4500

July 13, 1953

Mr. Alexander F. Miller
Anti-Defamation League
11 Pryor Street, S. W.
Apartment 305
Atlanta, Georgia

Dear Alex:

Can you get started on the violence and vandalism section on the Nairo Report on Civil Rights. The enclosed outline may be of help. You might also discuss it with George Mitchell.

Time is running out and we do want to get at least a first draft of the whole report ready by the end of the summer.

Sincerely,

Will

Will Maslow

Enc.

VIOLENCE AND VANDALISM

I. Extent and Types of Violence and Vandalism

A. Lynching
B. Bombings
C. KKK and other Mob Violence
D. Police Brutality
E. Anti-Semitic Incidents

II. Action by Federal, State and City Governments

A. Civil Rights Section, Department of Justice

(1) Meeting of leadership conference on civil rights with Brownell.

(2) Southern statutes controlling sale of explosives.

(3) New York City investigation of brutality.

III. Preventative Efforts

A. Newton Massachusetts Committee

IV. General Conclusions and Recommendations

Nairo

August 3, 1953

Miss Louise P. Blackham
Civic Unity Committee
417 E. Pine Bldg.
Seattle 22, Wash.

Dear Miss Blackham:

Will Maslow put on me the job of collecting the dope for that portion of NAIRO's Commission on Civil Rights relating to"violence and vandalism." I have got one or two other people on the subcommittee with me, and we are trying to get the picture together. Concern is with 1952 and 1953 primarily, but we need, necessarily, some indication of how the more recent events fit into a longrun trend. We have the picture on the South. We don't know a thing about what has happened West and Northwest. According to the letterhead, you are the regional chairman for the West.

Can you find time to write me quite soon about what's been happening in that general area? I am not one of these people that puts in a five-page outline of things to be answered. I am sure you understand what "violence and vandalism" is and will know how it stands in your part of the world.

I would rather have a simple letter from you telling me what you know and think than a whole lot of clippings and snibbets, the importance of which I am not in position to judge. Do you have a lot, do you have a little? Is it getting worse, is it getting better? What kind of civil rights violation in this field has been occurring or has been conspicuously not occurring?

Warm appreciation if you will sit down and write me what you know and hear.

Sincerely,

George S. Mitchell
Executive Director

GSM:ec

Nairo

August 3, 1953

Miss Virginia Huebner
Wisconsin Industrial Commission
794 N. Jefferson Ave.
Milwaukee, Wis.

Dear Virginia:

Will Maslow put on me the job of collecting the dope for that portion of NAIRO's Commission on Civil Rights relating to "violence and vandalism." I have got one or two other people on the subcommittee with me, and we are trying to get the picture together. Concern is with 1952 and 1953 primarily, but we need, necessarily, some indication of how the more recent events fit into a longrun trend. We have the picture on the South. We don't know a thing about what has happened in the Midwest. According to the letterhead, you are the regional chairman for that area.

Can you find time to write me quite soon about what's been happening in that general area? I am not one of these people that puts in a five-page outline of things to be answered. I am sure you understand what "violence and vandalism" is and will know how it stands in your part of the world.

I would rather have a simple letter from you telling me what you know and think than a whole lot of clippings and snibbets, the importance of which I am not in position to judge. Do you have a lot, do you have a little? Is it getting worse, is it getting better? What kind of civil rights violation in this field has been occurring or has been conspicuously not occurring?

Warm appreciation if you will sit down and write me what you know and hear.

Sincerely,

George S. Mitchell
Executive Director

GSM:ec

Nairo

August 3, 1953

Mrs. Mildred H. Mahoney
Massachusetts Fair Employment Practice Commission
41 Tremont St.
Boston 8, Mass.

Dear Mildred:

Will Maslow put on me the job of collecting the dope for that portion of NAIRO's Commission on Civil Rights relating to "violence and vandalism." I have got one or two other people on the subcommittee with me, and we are trying to get the picture together. Concern is with 1952 and 1953 primarily, but we need, necessarily, some indication of how the more recent events fit into a longrun trend. We have the picture on the South. We don't know a thing about what has happened in the East. According to the letterhead, you are the regional chairman for that area.

Can you find time to write me quite soon about what's been happening in that general area? I am not one of these people that puts in a five-page outline of things to be answered. I am sure you understand what "violence and vandalism" is and will know how it stands in your part of the world.

I would rather have a simple letter from you telling me what you know and think than a whole lot of clippings and snibbets, the importance of which I am not in position to judge. Do you have a lot, do you have a little? Is it getting worse, is it getting better? What kind of civil rights violation in this field has been occurring or has been conspicuously not occurring?

Warm appreciation if you will sit down and write me what you know and hear.

Sincerely,

George S. Mitchell
Executive Director

GSM:ee

August 11, 1953

Mr. Russell B. Babcock
919 Hyde Park Blvd
Chicago 19, Illinois

Dear ~~Mr. Babcock~~ Russell:

George Mitchell from Atlanta writes that he has "the job of collecting the dope for that portion of NAIRO's Commission on Civil Rights relating to 'violence and vandalism'"

From this writer he wants a single letter, not "a whole lot of clippings and snibbets," telling him about the kinds of civil rights violations, involving violence and vandalism, that have or have not been occurring.

In the circumstances, upon receipt of this, will you be good enough to spend a few minutes compiling a letter in which you spell out detail on the above as it relates to the State of Illinois.

I shall await your reply, and may I have an original and one carbon please.

Yours very truly,

Virginia Huebner
Director
Fair Employment Division
Wisconsin Industrial Commission

VH:jm
cc- George Mitchell
John Feild

August 11, 1953

Mrs. Eleanor T. Dungan
54 W Hubbard St
Chicago, Illinois

Dear ~~Mrs. Dungan:~~ Eleanor:

George Mitchell from Atlanta writes that he has "the job of collecting the dope for that portion of NAIRO's Commission on Civil Rights relating to 'violence and vandalism'".

From this writer he wants a single letter, not "a whole lot of clippings and snibbets," telling him about the kinds of civil rights violations, involving violence and vandalism, that have or have not been occurring.

In the circumstances, upon receipt of this, will you be good enough to spend a few minutes compiling a letter in which you spell out detail on the above as it relates to the Chicago region.

I shall await your reply, and may I have an original and one carbon please.

Yours very truly,

Virginia Huebner
Director
Fair Employment Division
Wisconsin Industrial Commission

VH:jm
cc-George Mitchell
John Feild

August 11, 1953

Mr. Frank W. Fager
607 Third Ave S
Minneapolis 2, Minn.

Dear ~~Mr.~~ Frank Fager:

George Mitchell from Atlanta writes that he has "the job of collecting the dope for that portion of NAIRO's Commission on Civil Rights relating to 'violence and vandalism'".

From this writer he wants a single letter, not "a whole lot of clippings and snibbets," telling him about the kinds of civil rights vidations, involving violence and vandalism, that have or have not been occurring.

In the circumstances, upon receipt of this, will you be good enough to spend a few minutes compiling a letter in which you spell out detail on the above as it relates to the City of Minneapolis.

I shall await your reply, and may I have an original and one carbon please.

Yours very truly,

Virginia Huebner
Director
Fair Employment Division
Wisconsin Industrial Commission

VH:jm
cc-George Mitchell
John Feild

August 11, 1953

Mr. William Gremley
Executive Secretary
Commission On Human Rights
City Hall
Kansas City, Missouri

Dear Bill:

George Mitchell from Atlanta writes that he has "the job of collecting the dope for that portion of NAIRO's Commission on Civil Rights relating to 'violence and vandalism'".

From this writer he wants a single letter, not "a whole lot of clippings and snibbets," telling him about the kinds of civil rights violations, involving violence and vandalism, that have or have not been occurring.

In the circumstances, upon receipt of this, will you be good enough to spend a few minutes compiling a letter in which you s ell out detail on the above as it relates to Kansas City.

I shall await your reply, and may I have an original and one carbon please.

Yours very truly,

Virginia Huebner
Director
Fair Employment Division
Wisconsin Industrial Commission

VH:jm
cc-George Mitchell
John Feild

August 11, 1953

Mr. Clifford E. Rucker
117 University Ave
St. Paul 3, Minn

Dear Cliff:

George Mitchell from Atlanta writes that he has "the job of collecting the dope for that portion of NAIRO's Commission on Civil Rights relating to 'violence and vandalism'".

From this writer he wants a single letter, not "a whole lot of clippings and snibbets," telling him about the kinds of civil rights violations, involving violence and vandalism, that have or have not been occurring.

In the circumstances, upon receipt of this, will you be good enough to spend a few minutes compiling a letter in which you spell out detail on the above as it relates to the State of Minnesota.

I shall await your reply, and may I have an original and one carbon please.

Yours very truly,

Virginia Huebner
Director
Fair Employment Division
Wisconsin Industrial Commission

VH:jm
cc-George Mitchell
John Feild

Cliff - The Mitchell request came to me as the Mid-West Regional Chairman of NAIRO.

August 11, 1953

Mr. Waitstill H. Sharp
4423 South Greenwood Ave
Chicago 15, Illinois

Dear Waitstill:

George Mitchell from Atlanta writes that he has "the job of collecting the dope for that portion of NAIRO's Commission on Civil Rights relating to 'violence and vandalism'".

From this writer he wants a single letter, not "a whole lot of clippings and snibbets," telling him about the kinds of civil rights violations, involving violence and vandalism, that have or have not been occurring.

In the circumstances, upon receipt of this, will you be good enough to spend a few minutes compiling a letter in which you spell out detail on the above as it relates to Indiana.

I shall await your reply, and may I have an original and one carbon please.

Yours very truly,

Virginia Huebner
Director
Fair Employment Division
Wisconsin Industrial Commission

VH:jm
cc-George Mitchell
John Feild

August 11, 1953

Mr. Corneff R. Taylor
Executive Secretary
Milwaukee Mayor's Commission
On Human Rights
City Hall Annex
Milwaukee, Wisconsin

Dear Corneff:

George Mitchell from Atlanta writes that he has "the job of collecting the dope for that portion of NAIRO's Commission on Civil Rights relating to 'violence and vandalism.'"

From this writer he wants a single letter, not "a whole lot of clippings and snibbets," telling him about the kinds of civil rights violations, involving violence and vandalism, that <u>have</u> or <u>have not</u> been occurring.

In the circumstances, upon receipt of this, will you be good enough to spend a few minutes compiling a letter in which you spell out detail on the above as it relates to the City of Milwaukee.

I shall await your reply, and may I have an original and one carbon please.

Yours very truly,

Virginia Huebner
Director
Fair Employment Division
Wisconsin Industrial Commission

VH:jm
CC-George Mitchell
John Feild

August 11, 1953

Mrs. Beulah Whitby, Acting Director
City of Detroit Commission On
Community Relations
Bankers Equitable Bldg.
600 Griswold St
Detroit, Michigan

Dear Mrs. Whitby:

George Mitchell from Atlanta writes that he has "the job of collecting the dope for that portion of NAIRO's Commission on Civil Rights relating to 'vidence and vandalism'".

From this writer he wants a single letter, not "a whole lot of clippings and snibbets," telling him about the kinds of civil rights violations, involving violence and vandalism, that have or have not been occurring.

In the circumstances, upon receipt of this, will you be good enough to spend a few minutes compiling a letter in which you spell out detail on the above as it relates to the City of Detroit.

I shall await your reply, and may I have an original and one carbon please.

Yours very truly,

Virginia Huebner
Director
Fair Employment Division
Wisconsin Industrial Commission

VH:jm
cc-George Mitchell
John Feild

Beulah - The Mitchell request came to me as the Mid-West Regional Chairman of NAIRO.

CIVIC UNITY COMMITTEE OF SEATTLE

Established in 1944... Red Feather Service Since 1947

417 EAST PINE BUILDING SEATTLE 22, WASHINGTON MInor 2727

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President

SOL ESFELD
Vice-President

FRANK D. JAMES
Secretary

MRS. ANNE C. LUKE
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LOUISE P. BLACKHAM
Executive Secretary

MARY GORMLY
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RECEIVED
AUG 18
Southern Regional Council

August 14, 1953

Mr. George S. Mitchell, Executive Director
Southern Regional Council, Inc.
Room 432 - 63 Auburn Avenue N. E.
Atlanta 3, Georgia

Dear George:

I have your request for information regarding "violence and vandalism" and am immediately starting to get some data for you and the Commission so that you will have a pretty good picture of the Western situation. This is vacation time for most people, but I will get this to you as quickly as possible.

Actually, the situation in Seattle is fine in its lack of actual "violence and vandalism." Several tensions -- these are growing in some districts here where the predominantly Caucasian neighborhoods are resisting the move of Negroes into their areas, and there is heated talk and even second hand suggestions of possible violence, but so far this has either been prevented or it just doesn't take place. We read with much concern of the difficult problems faced in Chicago in this respect.

Good luck to you in your report. I hope we will see you in Minnesota.

Sincerely yours,

Louise P. Blackham

Louise P. Blackham
Executive Secretary

LPB:ps

MEMBER
Community Chest & Council

August 17, 1953

Miss Mildred H. Mahoney, Chairman
Massachusetts Commission against Discrimination
41 Tremont St.
Boston 8, Mass.

Dear Mildred:

Thanks a whole lot for your kind and helpful letter of August 11. This NAIRO does not too often operate on a push-the-button, immediate-response basis, and I appreciate your doing it the right way.

Sincerely,

George S. Mitchell
Executive Director

GSM:ec

The Commonwealth of Massachusetts

Commission Against Discrimination

41 Tremont Street, Boston 8

RECEIVED
AUG 13

August 11, 1953

Mr. George S. Mitchell
Executive Director
Southern Regional Council
Room 432, 63 Auburn Ave., N.E.
Atlanta 3, Georgia

Dear George:

In reply to your letter of August 3rd, I'll do the best I can, but I can assure you that there are very varying opinions in Massachusetts concerning problems of vandalism. In the main, it seems to be a matter of juvenile delinquency. A number of young people are certainly running wild, but there is no conclusive proof that their high-jinks are based on race or religion.

In Boston a Mayor's Committee was formed a year or two ago to assist in solving this matter. It is working in close cooperation with various social agencies, the schools and the police. More recently a similar committee has been formed in Newton. This past winter the Brookline Community Relations Committee, an official town body, devoted a large part of a two-day session to a discussion of problems particularly pertaining to young people. All of these agencies are public agencies. A great deal of interest and leadership has come as well from private agencies. Jewish and Negro organizations have been deeply concerned. The United Community Services of Boston has played a most important part in the organization of a constructive program.

Insofar as I know, there has always been a large amount of vandalism in this area. I am thinking in particular of the damage done to public school buildings. I really think that the two authorities that could give you the most information on vandalism would be police departments and juvenile courts. My hunch is that they would say this is an ever-present problem, and one change they note is that the lower age groups have become more involved.

I think it is perfectly safe to say that one contributing cause is lack of sufficient supervision. Some children are on the loose because their parents are either indifferent, or for economic reasons both parents are working. Naturally, it does not always follow that this brings about unfortunate results, but in the study of some cases which have been investigated this was found to be the fundamental cause. What I say about Massachusetts would, I think, hold true for this region.

Sincerely yours,

Mildred

MILDRED H. MAHONEY Chairman

MHM:f

August 28, 1953

Miss Virginia Huebner, Director
Fair Employment Division
Wisconsin Industrial Commission
794 N. Jefferson St.
Milwaukee, Wis.

Dear Virginia:

This vandalism enterprise is a fair test of people's knowledge, contacts, judgment, and responsiveness. A1 plus marks to Virginia Huebner.

Sincerely and many thanks,

George S. Mitchell
Executive Director

COMMISSIONERS
VOYTA WRABETZ, CHAIRMAN
HARRY J. BURCZYK
~~C. L. MILER~~ R. G. KNUTSON
HELEN E. GILL, SECRETARY

The State of Wisconsin

INDUSTRIAL COMMISSION

MILWAUKEE OFFICE

794 NORTH JEFFERSON ST.

(ZONE 2)

FUNCTIONS
APPRENTICESHIP
EMPLOYMENT SERVICE
FAIR EMPLOYMENT
SAFETY AND SANITATION
STATISTICS
UNEMPLOYMENT COMPENSATION
WAGE COLLECTION
WOMAN AND CHILD LABOR
WORKMEN'S COMPENSATION

IN REPLY PLEASE REFER TO:

August 25, 1953

RECEIVED
AUG 28
Southern Regional Council

Mr. George S. Mitchell
Executive Director
Southern Regional Council, Inc.
63 Auburn Avenue NE
Atlanta 3, Georgia

Dear George:

As you know, I have been endeavoring to collect for you detail on "violence and vandalism" as it relates to the Midwest.

Replies to my inquiry of August 11, copies of which were sent to you, have now come in, and in keeping with your request I shall endeavor to simply recap the detail which has been set forth, starting with -

MINNESOTA

Minneapolis is "a relatively peaceful community". There is not much to report "in terms of violence and vandalism", however, about a year ago there were a couple of gang fights between some Jewish and Indian kids which were organized around two settlement houses. The encounters were rather quickly brought under control.

This spring, two youths desecrated a Jewish cemetery in one of the suburbs by toppling a large number of the tomb stones. This incident appeared to be one of a chain of "pranks" involving a group of high school teen-agers.

Other miscellaneous acts of vandalism by boys in Minneapolis were being experienced by local merchants. The boys were apprehended and heavily fined.

Within this last year there has only been one incident of police mistreatment of a minority group person. This police officer had slapped a Negro man who was standing on a corner late at night with another man, drinking from a bottle. The officer was suspended for five days.

In public accommodations there has been only one act of violence, and that involved the Executive Secretary of the

Minneapolis Council On Human Relations who was physically ejected from a cafe for attempting to elicit evidence on a refusal to serve situation. That case will be tried shortly.

Relations between racial and religious groups, has, in Minneapolis, been on a non-violent basis, although they have not been free from tension.

In conclusion, on the positive side Minnesota reports that steady integration has been in progress in both private and public housing without violence and vandalism. In 1953 the state legislature enacted into law an amendment which forbids the enclusion of any reference to race or color in any real estate transaction in the state. Thus, while the Supreme Court has outlawed the enforcement of racial restrictions in real estate contracts, in Minnesota they may not even be included in any such contract.

INDIANA

Gary has "had serious interracial troubles for much of this summer" at its previously exclusive, publicly paid for, Marquette Beach Park, which is the only beach access to the lake in that city. (Bulletins on such conflict have been issued by the Gary Urban League.)

The beach conflicts were clearly forecasted by two careful observers whose monitions were relayed to the Mayor. Two specialists in Human Relations prepared two letters regarding the impending Marquette Beach conflict. The local Race Affairs Committee took these up with the Mayor and urged Police Department education in the legal rights of all to public facilities, as well as Police training in mob diagnosis, communication and deployment. The warnings were disregarded and the conflicts befell as predicted.

Gary's "30 per cent Negro population proportion makes conflict a natural thing in a social complex" which is filled "with souls in a primitive state as to civil rights education and confidence in violence as a resource."

MISSOURI

Kansas City had three bombings all in the same block since May 1952. One took place at that time, one in early September, and one in April of this year. The bombings occurred in an area where "Negro population movement has taken place." The bombings involved two houses, one of which was bombed twice. Following the first two bombings, the owners later sold the residence to a white family. The owners of the second house, however, still live in the house and are given round-the-clock police protection. From the trends that have been established, it appears the block itself will probably be well over fifty percent Negro-occupied within the next six months or a year.

Kansas City has not had any incidents involving arson, street attacks on individuals or any other evidences of resistance to population movements, nor has it experienced any other incidents involving other racial, religious or ethnic groups. It has been a relatively quiet summer.

WISCONSIN

In Milwaukee, in August 1952, a cross was burned on the front lawn of a residence purchased by a Negro family in a heretofore all-white residential area. Immediate and forthright action on the part of the local police department, via a house to house neighborhood canvass, revealed that the incident was a teen-age "prank". The parents in each case, as well as the youths involved, were called before the Juvenile Court and severely chastised, with the respective Judge requiring that each apologize to the Negro family involved.

Other moves were effected with no occurrences.

No other reported incidents of so-called "violence and vandalism" occurred in the Wisconsin area during the 1952-53 period.

ILLINOIS

There has been a gradual easing of racial tensions despite the occurrence of the Cicero riot in the summer of 1951 and the Cairo disturbances early in 1952. More important, other potential riot situations have been averted.

In a recent situation involving the decision of a Negro physician to build a home in Western Springs, an all-white suburb, efforts were made to get the respective park district to condemn and acquire the property. The park district's petition was denied in Circuit Court, with the Court pointing out that the legislature does have a right to acquire land for park purposes, in fact, it may acquire more land than may be immediately necessary. "At this time, the village of Western Springs could use more park and play ground areas, however, it appears from the evidence in the case that they were not attempting to get the land at this time for park purposes, and that the reason the park district wished to acquire this land was to remove the Doctor and his family from Western Springs because of their color. Thus, it is the Court's opinion that the action of the park district was an abuse of the legislative powers."

The petition of the park district was denied and the objection sustained. Subsequently, the village of Western Springs in rejecting a proposed bond issue decided not to appeal the decision in the condemnation effort.

The recent monthly reports emanating from the Chicago Commission on Human Relations contain pages of incidents involving "violence and vandalism" in that area. The incidents enumerated involve attempts upon property as well as the individual.

On August 11, 1953 some 300 policemen drove an estimated 1000 persons from a 26 acre Chicago south side housing project which had admitted its first Negro tenant. In breaking up the jeering assembly, police occasionally were showered with bricks and bottles, which they said, were thrown by teen-agers.

Five persons were injured, none seriously, as roving bands stoned the automobiles of Negroes who drove near the scene.

Twelve persons reportedly were seized by police after one group smashed windows of a neighborhood tavern which served Negroes.

Windows in the apartment which the Negro family occupied were smashed. Police cordoned off a three-block area around the home and permitted only residents to enter.

The disturbance was the second at Trumbull Park Homes in less than 24 hours. Police previously dispersed an estimated 1000 persons who congregated near the office of the project manager to protest against the Negro family's admittance to the project.

The project was built shortly after the housing authority was set up in 1938. It was one of four which up to now had only white residents.

It is hoped, George, that the foregoing gives you the information desired. Regrettably, no detail has, to date, been received concerning the status in Michigan. You can be sure that when it is, however, it will be immediately sent on. Also, it is regretted I do not have more to report concerning the state of Indiana, but only detail pertinent to Gary was turned in.

If you need anything additional, please don't hesitate to write.

Yours very truly,

Virginia Huebner

Virginia Huebner
Director
Fair Employment Division
Wisconsin Industrial Commission

VH:jm

September 14, 1953

Mr. Will Maslow
American Jewish Congress
15th East 84th Street
New York, N. Y.

Dear Mr. Maslow:

Alexander Miller and I have turned out a four page rough draft of a report of violence and vandalism.

We are both short on some of the staff we need for checking and improvement. I propose to mail it to you, Thursday, September 16th.

Sincerely,

George S. Mitchell,
Executive Director

GSM/allo

American Jewish Congress

ISRAEL GOLDSTEIN, *President*
SHAD POLIER, *Chairman Executive Committee* — MORTON M. BERMAN, *Chairman Administrative Committee*
NATHAN L. EDELSTEIN, *Secretary* — BENJAMIN S. KALNICK, *Treasurer*
DAVID W. PETEGORSKY, *Executive Director*
ISAAC TOUBIN, *Associate Director*

COMMISSION ON LAW AND SOCIAL ACTION
HERMAN L. WEISMAN, *Chairman*
WILL MASLOW, *Director* — LEO PFEFFER, *Assistant Director*

STEPHEN WISE CONGRESS HOUSE • 15 East 84th St. • New York 28, N. Y. • TRafalgar 9-4500

September 23, 1953

Mr. George S. Mitchell
Southern Regional Council, Inc.
Room 432
63 Auburn Avenue, N. E.
Atlanta 3, Georgia

Dear George:

Thanks for the memorandum on violence and vandalism. It is extremely useful and I shall incorporate it into the NAIRO Report on Civil Rights. Please also thank Alex for his help.

Sincerely,

Will

Will Maslow

RECEIVED
SEP 25
Southern Regional Council

VIOLENCE & VANDALISM

The reporting year seems to have no firmly fixed dates, but for this note has been taken to be from September '52 to September '53.

In matters of violence and vandalism involving race or religion, it has been an uncommonly good year. Tension, friction, some bombings, a few pranks, some housing incidents that, by good management, were kept from turning into riots, but less organized activity by hate groups and better work by human relations agencies and law enforcement officials.

Housing is the root of most of the trouble. Chicago continued to have a good deal of trouble on this score, but a lot of careful work by civic agencies and vigorous police action prevented any repetition of Cicero's pitched battles of 1951. In August '53 as many as 300 policemen were used in breaking up two large and noisy crowds which had assembled to protest the admittance of Negro families to public housing projects hitherto all-white.

Cleveland had a running dispute on housing? with furnings and footings, but again the forces of tolerance and legality kept the upper hand.

Minnesota moved ahead with integration in private and public housing, and the State Legislature backed up the U. S. Supreme Court by forbidding any reference to race or color in real estate transactions.

In Illinois, the Chicago suburb of Western Springs defeated an effort to remove a Negro doctor by the device of acquiring his lot for a public park, the court remarking that the proposal of the Board for the park district had as its real purpose removal of the doctor and his family because of their color, and that the proposal was therefore an abuse of the legislative power.

Kansas City had three bombings, all in the same block. Two incoming Negro families sold out to whites, but one ~~d~~ stayed on, with round-the-clock police protection, and the block continues to yield to further Negro occupancy.

Atlanta had an outburst of dynamitings of Negro homes in a disputed area, and Memphis had a bombing. ~~(Check with A. Miller for additional such bombings.)~~

Notwithstanding these appearances of violence, the push of Negro families to get into substantially better housing continued everywhere. It is an old maxim in these matters that "when they (persons opposed to Negro residence) take to bombing, they have lost the fight." ~~And the maxim has generally held true.~~

Everyday law enforcement is an old source of interracial incidents. When the policeman is white and the suspect is non-white, simple arrest is often freighted with extra bitterness and violence. The press reported aggravated instances of this kind at Stuttgart, Arkansas; Atlanta; Homestead, Florida; and Roper, N. C. ~~and~~. ~~(check with A. Miller)~~

In ~~three, at least~~ two or three, of these instances, the white officers had damage suits entered against them by Negro complainants. ~~No known convictions (?).~~

In the Homestead, Florida, incident the case turned on the same civil rights statute which the Supreme Court years ago ~~emasculated~~ virtually destroyed in the case of Sheriff Screws, and the judge in the December 1952 Florida case was quoted as saying: "It will have to appear from the evidence and the jury will have to find beyond a reasonable doubt that (the police officer) had a definite conscious intent to deprive the prisoner of his civil rights."

Happily, the movement for increased use of Negro police officers has grown consistently. In September 1952 in the Southern States the total count was 581, and in September '53 [we will wire you Monday This figure] Modest evidence of the way in which enlightened ideas have reached police officials comes from a case in Minneapolis. A police officer had slapped a Negro man who was standing on a corner with another man drinking from a bottle. The policeman was suspended for five days. Southern cities have by no means reached that level of impartiality!

Unsegregated use of recreational facilities is another area of likely friction, but the only serious instance of conflict was at Gary, Indiana, and there the trouble ~~seems to have~~ occurred ~~because responsible officials disregarded~~ despite timely warnings of inadequate preparation and protection.

The Ku Klux Klan received a mortal blow in the North Carolina convictions during the summer of 1952. That seems pretty well to have cleaned up the Klan problem in the Carolinas and Georgia. In Florida a federal grand jury, pursuing the matter of the Mimms bombing of 1951, reported in great detail during 1953 on Florida Klan violence and indicted six Klansmen on charges of lying to the jury. Notwithstanding this, North Carolina in '53 became the ~~5th~~ 6th (~~6th? 7th? ask Alex~~) State to move by statute against the Klan, and that State and Florida have enacted anti-cross-burning and explosives control laws.

1952 was the first lynch-free year. Thus far, 1953 has carried along that noteworthy record. Neither has ~~their~~ there been any marked appearance of the kind of ~~stealthy, but~~ quasi-official murder, which some years ago seemed to be replacing the open practice of lynching.

~~On outbursts of religious vandalism, the count is again encouraging. Some tombstones were overturned in a Jewish burial plot in Minnesota, but the incident was put down to nothing more than teen-age rowdiness.~~

~~as Hamilton, Mass (Oct. 1953)~~

~~and two Jewish cemeteries were hurt in a gang battle in Philadelphia~~

~~Jewish homes~~

By and large, the country has got through the year with remarkably less violence and vandalism than was usual only four or five years ago. Continuing prosperity is doubtless some of the cause, but ~~some things~~ thanks should certainly be given also to diligence, experience, and insight on the part of race relations agencies and to the effects of police training in human relations.

October 28, 1953

Miss Louise Blackham
Executive Secretary
417 East Pine Building
Seattle 22, Washington

Dear Miss Blackham:

Dr George Mitchell is out of the city for a few days. As soon as he returns, your note, attached to copy of letter of October 23 from Mr Harry Winton, will have his attention.

Sincerely yours,

Secretary to Dr Mitchell

est

SEATTLE CIVIC UNITY COMMITTEE
417 E. PINE BLDG. • SEATTLE 22

from the desk of
LOUISE P. BLACKHAM

RECEIVED
OCT 27
Southern Regional Council

This late word has come from San Francisco.
I shall try to get further details from
Ed Howden — but thought
you should have this — after our
bright-new-world report! Sincerely,

C O P Y

THE AMERICAN JEWISH COMMITTEE

WESTERN REGIONAL OFFICE
Room 903
110 Sutter St.
San Francisco 4, California

October 23, 1953

Miss Louise Blackham, Executive Secretary
Civic Unity Committee of Seattle
417 East Pine Building
Seattle 22, Washington

Dear Louise:

I am writing you in your capacity of West Coast correspondent for the NAIRO on racial violence.

Yesterday's San Francisco Chronicle reports that "A new outbreak of violence involving white and Negro high school students here was being investigated by police yesterday. Four students (white) from the Pacific Heights area were painfully injured. Three juveniles (Negro) all with police records, were arrested yesterday and police are looking especially for a fourth who has a record of strong-arm robbery. Police are to patrol the buses..... The reported attacks took place Tuesday (Oct. 20) afternoon when the four were on their way home from school on the No. 22...bus.... When the bus passed through the Mission district, approximately 15 Negro boys boarded the bus, the worst injured boy told The Chronicle. The Negro boys allegedly held knives against the backs of the four white boys...The Negro boys then began beating the four.....They made him (one white boy) use all his money to buy magazines and candy for them....As a final touch, they grabbed him and made approximately 20 small slashes in his face with a knife....Parents of the four injured boys said they are driving their sons back and forth from school until the situation is controlled by police".

Cordially yours,

/s/ Harry Winton
Area Director

HW:r
ps

FILE COPY

INTRODUCTION

In times of social transition there is the danger of increased tension. This is particularly true when the adjustment to be made is in a controversial area, when mores and customs must give way to law, and when the people involved have an emotional investment in the "old way." Such is the case in parts of the South today as we seek to adjust to the Supreme Court decision on desegregating the public schools.

We have already seen the use of economic sanction, community pressure, mass meetings, organizations of "Citizens' Councils", the re-chaptering of the Klan, and lynch-murders. The supreme law of the land is being openly flouted by some state and local authorities.

Under such conditions civil disorders and race riots are more than remotely possible. It is hoped that they may be avoided; they can be avoided if proper action is taken.

This paper is a collection of excerpts from some of the best thinking in the field on the prevention of race riots and, in the tragic event that they should occur, what to do about them.

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Frederick B. Routh
Assistant Director
November, 1955

RACE RIOTS CAN BE PREVENTED

Excerpts from an article in Harper's Magazine,
December, 1945 - by special permission of the publisher

ERNEST A. GRAY, JR.

Mr. Gray wrote extensively on racial problems for the OWI during the war. He prepared this article with the aid of Robert Jones.

Race riots can be prevented. Techniques have been worked out which can keep minor frictions from blazing into major disorders. These methods are reasonably simple. They have been tested. New York City proved on August 1 and 2, 1943, for example, that a dangerous Harlem outbreak could be prevented from spilling over into a race riot. The country over, potential race riots were averted on an average of once a week in the year following the bloody Detroit disturbances of June 1943.

If enough people can learn these techniques fast enough, we may be able this time to escape the ugly epidemic of rioting which flared clear across the nation after the last war. But there is a very real threat that one will break out. All the conditions -- social, economic, and emotional -- which touched off the 1919 troubles are back with us today.

Thus once more the dynamite of racial tension is lying loose in many communities. When it blew up in 1919, there were major riots in Washington, D. C., in Omaha, in Phillips County, Arkansas. One of the worst was in Chicago, where mob rule and violence swept through the city for four days; 38 people were killed, 537 were injured, and more than a thousand were made homeless through bombings and arson. In all, race war was fought in 26 cities, taking 350 lives and injuring no less than 12,000 people. If we are to avoid another such explosion, we must know how to remove the fuse.

I do not intend in this article to discuss any of the long-range problems -- involving housing, education, juvenile delinquency, and employment -- which lead to racial friction. I propose to deal only with certain major techniques which any alert community can use to keep these frictions from exploding into race riots. These are the most important of many which have been worked out by individuals and a number of organizations. (Some of them can be applied to frictions and outbursts involving other groups than Negroes.) Let's take up the techniques, one by one.

1. Every city and town with a sizable Negro population should determine through thorough surveys the temper of race relations. It should then prepare to control and eventually eliminate any frictions which the surveys may reveal. It should set up an official Citizens Committee on Race Relations. (Twenty-five such committees already are on the job, among the most outstanding being Mayor Kelly's in Chicago, which is taking determined action to make sure that nothing like the 1919 riot happens again.)

Such a committee must be made up of both Negroes and whites, and every member should be a leader who has the confidence of his own race. Its job is to keep a close watch on race relations, to spot dangerous frictions in their early stages, and to advise the authorities what to do to cure them. It should carry enough weight to influence official action in housing, law enforcement, schools, public health, recreation, and every other field which affects its special problem.

In addition, there should be an unofficial group to handle tasks outside the scope of the official committee such as mustering public opinion, prodding local agencies and politicians into prompt action, and needling the press to improve its reporting of events involving Negroes. (More than a hundred and fifty such groups have already been organized.) Both the official and unofficial organizations should set up machinery for emergency action in case of disturbances. Specialists from agencies such as the American Council on Race Relations, the Urban League, and the Southern Regional Council often help in working out such programs.

2. The police force should get special training both in the handling of riots and in the day-to-day problems of helping Negroes and whites get along together. In many cities the police have long been notoriously hostile to Negroes, and the Negroes in turn have feared and mistrusted the police. In reporting on Chicago's 1919 riot, Illinois State's Attorney Hoyne noted that "a great many police officers were grossly unfair in making arrests. They shut their eyes to offenses committed by white men while they were very vigorous in getting all the colored men they could." Negro antagonism and police bias were responsible for many imflammatory reports; a major factor in the outbreak of that 1919 riot was the report that a policeman had failed to arrest a white man accused of stoning and causing the drowning of a colored youngster named Eugene Williams in Lake Michigan.

Consequently, police administrators must make it clear to every man on the force that he is expected to give equal protection and fair treatment to whites and Negroes alike. In addition, it is important for the force to include a suitable proportion of Negro officers. They have proved much more effective than whitesin Negro neighborhoods, although their usefulness is by no means limited to these areas. Washington, D. C., has 150 Negro police, including motorcycle cops who have worked for three years in all sections of the city. Use of Negro police vastly improves relations with the Negro community, And in case of race trouble, their presence is almost indispensable. During the 1943 Harlem disturbance, several hundred Negro officers and special deputies were used; they made most of the arrests.

Superintendent Edward J. Kelly has made Washington's police department a national model in the handling of racial conflicts. There is little doubt that his sagacious action prevented a riot in Washington in May 1943. Racial tensions in the war-crowded capital had then been rising for some time. The Washington Committee on Jobs For Negroes in Public Utilities was conducting a campaign for the employment of Negroes on the city's bus and streetcar lines. The climax was to be an open-air mass meeting on Friday, May 8. Plans for the meeting were well publicized in the Negro press, but the regular newspapers gave them little or no mention. In the absence of accurate information, rumors began to fly through the white community that a race riot was brewing and probably would break on Friday night. Fearing that the rumors would lead to real trouble, leading citizens asked Superintendent Kelly to withdraw the permit for the parade and meeting. He refused, on grounds that such action would violate Negro rights and lead to worse feeling in the future, since whites would then believe the rumors had some basis and Negroes would resent the denial of free assembly.

On Friday Kelly instructed all his officers to be completely impartial in preserving order, and posted them heavily along the line of march and at the meeting ground. Kelly himself marched at the head of the parade. There was no trouble.

3. The danger spots where conflict is likely to break out can be located in advance, so that special precautions can be taken in time. The fact that trouble is mounting, and the time when it is likely to flare up, also can usually be determined.

The methods of forecasting and spotting trouble have been most highly developed by the mayor's committee in Chicago. It has arranged for the prompt reporting of all incidents involving racial friction, through policemen on their beats, social workers, transit employees, newspapermen, neighborhood leaders, and others in direct daily contact with the people of the city. The location of each incident -- a fist-fight, vandalism, rumors even a squabble among women in a meat-market queue -- is recorded on a map of the city.

Almost invariably such incidents are concentrated in a few areas; and in all communities these danger spots have certain common characteristics. They are places where antagonistic groups meet in "incidental or competitive contact, "according to two leading experts in this field, J. E. Weckler, of the American Council on Race Relations, and Theo Hall, police chief of Wilmette, Illinois and instructor in police training in Chicago. A white neighborhood into which Negroes have recently moved is very likely to be a friction area. So are public parks, beaches, and shopping centers used by both races, particularly where Negroes have just moved in.

On the other hand, neighborhoods where racial groups have intermingled for a period of years are surprisingly free of friction; given time, the most ingrained prejudice apparently will melt in the solvent of close acquaintanceship. Throughout the Detroit riot of 1943, there was not a single conflict in neighborhoods that had been mixed for some time. All-Negro neighborhoods are not likely to produce riot-provoking incidents, because -- as Weckler and Hall have noted -- "Negroes rarely mob whites except in self-defense."

Knowledge of both "safe" and "tension" areas obviously is invaluable to the police department in deploying its forces to forestall trouble. Moreover, a rise in tension, which indicates a potential riot just as a falling barometer foretells a storm, can be noted immediately, simply by plotting the increasing frequency of incidents on the city map.

4. Rumors about racial friction should be exposed and refuted as promptly as possible. Such rumors precede every riot and help keep it going. Generally they are of two kinds. One type consists of general statements about a large racial group. A rumor of this sort, widely circulated in 1943, alleged that colored maids were organizing "Push Clubs" for the sole purpose of shoving white people in stores, subways, and other public places. It became a nation-wide housewives' tale, conveying the false and dangerous impression that large numbers of Negroes were spoiling for trouble.

The other kind of rumor gives a much more immediate indication of impending strife. It is highly specific, purporting to give actual names, places, and dates. Often it alleges crime, rape, or the intention of a racial group to make an uprising. Two such rumors helped spread the Detroit riot in 1943. Among the whites, the rumor was that Negroes had raped a white woman on the bridge leading to Bell Isle Park, where a Negro-white brawl had broken out. Among the Negroes, the rumor was that whites had killed a colored woman and her baby at the same park. Like all others cited here, these tales had absolutely no basis in fact.

Sometimes explosive rumors are actually spread by the press.

It is enough to say that the press should be the chief means of exposing and smothering false rumors.

Prompt action by the radio, police, and citizens' commission to combat rumors also can do much to cool off a dangerously heated situation. Houston, Texas, averted a crisis in June 1943 in just this way. People were whispering that the annual Negro Emancipation Day parade and carnival was to be the signal for an uprising. Some irresponsible white citizens started a movement to attack the parade. Informed of the rumor, the police chief, the mayor, the city's bi-racial commission, and leading white and colored citizens signed a proclamation that there would be no trouble on "Juneteenth Day," that the celebration would be held according to plan, and that anyone who tried to interfere with it would be promptly arrested. This proclamation was published as a full-page notice in all the daily papers. It turned out to be the most peaceful "Juneteenth" celebration in Houston's history.

Of course there isn't always time for the kind of action Houston took. Even emergency action to scotch rumors can, however, prove highly effective -- as New York's officials and leading citizens proved in the handling of the Harlem outbreak.

A policeman, recognizing danger as soon as the crowds began to form, called headquarters. Within an hour both Police Commissioner Valentine and Mayor LaGuardia appeared at the 123rd Street Police Station in Harlem and took personal charge. The details of their operations will be discussed a little later; here it is enough to note that the quelling of rumors was one of their most effective tactics. The mayor, with other city officials and leading Negro citizens -- Ferdinand Smith, Walter White, Max Yergan, and many others -- toured Harlem throughout the night in sound trucks. They broadcast to the crowds the true facts of the initial incident and exposed other rumors that were springing up. Broadcasting equipment was set up in the police station and frequent rumor-debunking talks were carried by most local stations. The trouble was over within eight hours, without ever flaring into a real race riot.

5. The Harlem disturbance illustrates another important point in the handling of potential riots: police should be moved into the trouble zone immediately and in the largest possible force -- but they must use their power with the utmost discretion.

On that summer night in 1943, LaGuardia and Valentine immediately mobilized a third of the city's entire police force for Harlem duty. They instructed their men to use no more force than was absolutely necessary to break up the street mobs. The police did not attempt massed frontal attacks on the crowds, nor did they fire wildly into the masses of people. Instead they separated small segments from the large groups, arrested the ringleaders in each segment, and ordered the rest to go home.

6. It is not enough for the police to be fair in their handling of a rioting crowd -- they must also give an unmistakable appearance of impartiality and evenhanded justice. They can thus eliminate Negro distrust and, just as important, discourage hoodlums from getting the idea that they can attack Negroes with impunity.

For months before the Chicago riot broke, the police had been undermining Negro confidence in their fairness by onesided law enforcement. Gangs of hoodlums had been attacking Negroes with apparent immunity from police interference. In the two years before the riot twenty-four Negro homes were bombed, but not a single one of the bomb-throwers was arrested. Consequently, when the riot got under way, the Negroes suspected the police of bias even on those occasions when such suspicion was unjustified.

How far the Chicago police have come since that time was indicated by another incident, of equally dangerous potentialities, on the near South Side in the summer of 1944. It began with a fight between a white and a Negro. A mob gathered, mostly Negro but with some whites. Threats and violent language began to fly. Suddenly forty police squadcars swooped down on the crowd. The officers broke it up, promtly but without gun-play. And they made several arrests of both whites and Negroes.

Police should immediately isolate the area in which trouble has broken out. The Harlem disturbance provided a classic example of this technique. Commissioner Valentine threw a police cordon around the neighborhoods where fighting and looting had broken out. Traffic was routed around this section; all bus service in the neighborhood was suspended; police guarded subway exits; trolley lines were closed to traffic, except for one on which it was possible to provide a police escort. No vigilantes, hoodlums, or curiosity-seekers were permitted to enter Harlem that night.

Again, the 1919 Chicago riot provides an illustration of what can happen when such procedures are neglected.

8. Breaking big crowds up into little ones and then dispersing them is one of the most effective methods of preventing violence. All through the Chicago trouble crowds of curiosity-seekers became transformed into bloodthirsty mobs as they grew in size and became excited by rumors. The presence of an audience also seemed to give the leaders both a sense of support and an incentive to violent action.

But without the spectators, the urge to brutality seemed to lessen.

9. Finally, municipal authorities should make arrangements in advance to call in the militia if necessary. There are few local police forces which can control a riot once it has begun to make real headway -- and thereafter every hour's delay is likely to cost lives and thousands of dollars in damaged property. Detroit's experience in 1943 indicates the importance of getting all the legal machinery set up and greased for action long before it is needed. In that case red-tape difficulties resulted in a twelve-hour delay in the arrival of troops.

Advance preparation is, in fact, the crucial point in all the techniques for preventing racial trouble and for neutralizing it after it reaches the danger stage. Today every prudent American community with any considerable bi-racial population ought to be taking at least the first steps -- the formation of both official and unofficial committees on race relations, the mapping of friction areas, the training of its police force, the enlistment of press, radio, schools, churches, and private organizations in a campaign against dangerous rumors. Many of the larger cities have made

encouraging progress in all these measures. If enough other communities follow their examples -- and do it promptly -- America has a good chance of getting through this postwar era without another disgraceful and costly epidemic of rioting.

RACE RIOTS AREN'T NECESSARY
Public Affairs Pamphlet No. 107
By Alfred McClung Lee

To Summarize, Here Are the Steps

1. Know that race riots are symptoms of a disease, not the disease itself. The disease is intergroup intolerance or "scapegoatism," closely related to Nazism and Fascism.

2. There is no substitute for a long-term program to promote sound interracial relations. An anti-riot program has value merely to patch up a truce and to give long-term methods a chance to work.

3. Keep your eye -- or see that some organization keeps its eyes -- on the seven areas in which danger signals of approaching race violence appear. Those who will look and will see, can see a race riot coming. These seven areas are: rumors, frictions, demagogues, delinquency and crime, police attitudes, congestion, employment.

4. Organize for immediate action. Get together an emergency committee of good explorers and good strategists of social action. The explorers will chart the problems, and the strategists will lay out the things to be done.

5. Make certain that the mayor of your town knows how to bring in the state militia or, better, the U. S. Army without delay.

6. Organize the channels of publicity for immediate action. See that they have "canned" materials at hand for the possible emergency.

7. Develop emergency plans with school and transportation officials, clergymen, management and labor leadership, veterans' groups, scouts, and men's and women's civic and service clubs and societies. Make sure that these plans can easily be placed in action.

8. Should a race riot break out, make sure that the state militia or the U. S. Army is on its way as soon as the danger becomes apparent. Then place the rest of the emergency program into immediate operation.

9. Every organization and every individual of good will can help -- if only by keeping cool and keeping people off the streets.

10. After the emergency has passed, turn to and help build a substantial and permanent organization for the strengthening of interracial democracy in your community. In this long-term program make the focal points of attack congested housing in segregated districts and the dangerous anxieties that all feel in the face of pressing job insecurity.

A GUIDE TO UNDERSTANDING RACE AND HUMAN RELATIONS

Prepared by the Milwaukee Police Department

EXCITING INCIDENT SETS STAGE FOR THE DEVELOPMENT OF MOBS

The first stage in the transformation of a collection of separate individuals into a mob is the occurrence of some exciting episode. It may be an automobile accident which is complicated by the fact that one of the parties is white and the other a Negro, or it may be an expression of resentment by a group of whites toward the presence of Negroes on a beach or in a park. Whatever the nature of the incident, if it is sufficiently exciting and commanding of attention, it will attract a group of onlookers who will mill about the scene of the incident and who may have occasion to take sides. In an accident involving different races, the whites are disposed to line up with whites and the Negroes with Negroes, irrespective of the merits of the conflict. In the early stages of the gathering of crowds, it is often possible for the police officer to isolate an incident by making a quick, yet adequate determination of the facts. Then, by taking immediate action (taking of the parties into custody), he may avoid the involvement of many onlookers. The speed with which the police officer operates in these situations is the measure of the extent to which onlookers can accumulate. By cutting short such an accumulation, he can prevent an incident from becoming an affair, which will be impossible for him to handle alone.

"MILLING PROCESS"

Many times an officer does not arrive upon the scene of an incident until after a crowd has assembled and achieved a degree of aggressive unity. On such occasions, the simple and direct expedient of isolating the race and minority group aspects may not be possible. If an incident proceeds to attract numbers of individuals, they are pressed together, They quite naturally begin to brush and contact one another, even to initiate conversation with utter strangers. This activity is somewhat akin to the behavior of sheep crowded together in a corral. They move around and about in rather aimless fashion, all the while communicating to each other the collective excitement of the situation. This is known as the "milling process."

More specifically, the building up of the mob spirit through the milling process takes place in the following way. One excited individual stimulates excitement in another. He, in turn, stimulates it in a third, who may, in turn, restimulate the first individual to an even greater pitch of excitement. Thus, by circular influences, stimulation and restimulation of each other, a high state of collective tension and excitement is built up. If this goes on, individuals become less and less responsive to stimulations arising outside the group and respond only to influences within the crowd itself. This process creates among the members of the crowd an internal rapport, a kind of collective hypnosis, in which the individual loses his self-control and responds to the dictates of the crowd as a whole. Here is an IMPORTANT, fundamental FACT which every police officer who has dealt with a crowd has had occasion to experience. In the MOB, the individual loses his ability to act in terms of cool and rational considerations. He is swayed by the moods and sentiments of the mob. He begins to act in quite different terms than if he were alone or out from under the influence of the mob. In this FACT exists the eminent potentiality for evil behavior which crowds often exhibit. Quite often, individuals find it difficult to understand how they could possibly have acted as they did while part of a crowd or mob. When a person has come out from under the influence of a mob, it is

nearly impossible for him to give any reasonable explanation of his acts as a member of the mob.

One method of controlling and coping with a milling crowd in its early stages is to establish formations or lines.

SHOW OF FORCE AND REMOVAL OF EXCITED INDIVIDUALS

In many cases, however, the crowd or mob has already achieved a degree of unity and purpose that makes it unresponsive to this kind of suggestion. When this is the case, it becomes necessary for police officers to remove the most excited individuals from the crowd. The most excited individuals are always a focus of attention in the organization of an aggressive mob. Their removal will contribute to, and make possible, the dissolution of the remaining, less-excited individuals. In the removal of these individuals, police officers must make a SHOW OF FORCE. However, it does not necessarily mean they should USE force. The difference is an important one, and a failure to make the distinction may result in unnecessary blood shed. The mere presence of sufficient numbers of men in uniform is what is meant by a show of force. This awes the crowd so that it becomes unnecessary to USE force in removing key persons. The idea of individual heroic police action is not only unnecessary, it may be positively damaging and foolhardy. A police officer who attempts single-handed to subdue a mob or grapple with individuals puts his own safety in jeopardy. In the violence that then is bound to ensue, he merely stimulates the ugly tendencies of the crowd.

PUBLIC-ADDRESS SYSTEM, PEELING FROM THE REAR ANSWER TO BREAKING UP MOB

Tension in a crowd is usually highest at a point -- front and center. Here the excited individuals who exercises such unusual influence on all others are located. These are the points upon which police attention should be centered, and the approach made, if the exciting influence of strategic individuals need to be checked. A tactic used in the Harlem riots by the New York Police and also by our own department in dispersal of dangerous crowds met with considerable success. It is that of directing the crowd from its outer edges to "break up and go home." This was done by means of a public-address system mounted on a sound truck. The blare of the speaker and the authoritative tone of the commands attracted the attention of the individuals in the crowd. In so doing, it turns them away from excited individuals and breaks up their influences. This technique is unquestionably helpful in breaking up crowds in their early stages, and can be useful in penetrating the consciousness of a group which is already well organized.

POLICE CORDONS ELIMINATE HYSTERIA INFECTIONS TO SIGHT-SEERS

The final stage in the development of a mob has been called the phase of social contagion. In this period, the small original crowd is swelled by mumbers of bystanders. They usually have little, if any, knowledge of the precipitating incident. They are impelled by curiosity and are merely attracted by the sight of gathering people. Innocent as they are of the incident, they are, nevertheless, captured quickly by the mood of the crowd and begin to share its collective excitement. A whole population can be affected in this way. This is illustrated by the dancing manias that swept Europe in the middle ages or more recently by the bobby soxers who storm a railroad station or a movie house to see a Frank Sinatra or a Van Johnson The manner in which these crazes of one kind or another are built up and spread across the whole country is very similar to the building up of a mob. A very effective method of minimizing the size of a crowd is to place a police cordon around the troubled area. Individuals could be permitted to escape from the

crowd, but not to enter it. In the handling of mob situations, the police cordon prevents the rictous infection of great masses of individuals by preventing social contagion. In the Harlem riots, a cordon was used with great success. By throwing police cordons around the danger areas, thousands of curiosity seekers were prevented from being exposed to the mob situation, and in that way becoming infected with its spirit. Letting,people out means freeing them from the excitement of the mob. Keeping them out of the area means that the mob spirit will not be able to possess them.

TYPES OF CROWDS

Crowds of both peaceful and aggressive kinds develop in much the same way. However, it is useful to draw a distinction between various types of crowds, since they do not all require the active intervention of the police. It is just as important to know when not to intervene as it is to know when to exercise police authority. Generally speaking, assembled crowds are of four types: casual, conventional, aggressive, and expressive.

Casual Crowd

The casual crowd may be illustrated by the group that gathers in front of a store window to watch a demonstration. Such a group has little organization, no unity of purpose, and its members come and go. Such a group responds easily and directly to a "move-on" or "keep moving" order. It has no psychological unity and does not concern us in the present discussion.

Conventional Crowds

The conventional crowd is one that assembles for a deliberate and appointed purpose, such as witnessing a ball game or a stadium exhibition. In such a crowd, the behavior of the individual is controlled by established and understood rules and regulations. These have been laid down for the purpose of such occasions. It is possible, however, for such a crowd to become unruly and aggressive. For example, the familiar throwing of pop bottles at the umpire or the quarrels that break out in the stands at a football game are evidences of the tendency to throw off the restraints and develop aggressive characteristics. These tendencies are curbed by a rigid and scrupulous enforcement of the rules and regulations. They are further checked if the opportunity to throw things is limited. The present Chicago practice of serving drinks in paper cups at athletic events is a wise precaution. It eliminates the chance that one excited individual who thoughtlessly hurls a pop bottle will be blindly imitated by others.

Inter-racial sporting events are often accompanied by a feeling of apprehension. Under these circumstances, a conventional crowd can easily lose its respect for the rules and regulations. Such events should be adequately policed. The restraining influence of the police uniform has proved its worth on such occasions. The mere presence of numbers of uniformed officers is sufficient to prevent a conventional crowd from degenerating into an active and aggressive mob.

The Aggressive Crowd

The aggressive crowd is the one which presents the acute policing problem. Such a group is bent on damage. It has an aim or purpose, a leadership, and moves strictly and actively toward its objective. Its essential character has been set forth in our general discussion of crowd behavior. It is mentioned here only for the purpose of distinguishing it from other collections of individuals.

The Expressive Crowd

The expressive crowd is often mistakenly regarded as dangerous and treated as though it were aggressive. It is important to avoid this confusion. An expressive crowd is so named because its members are involved in some kind of expressive behavior such as dancing, singing, or worshipping. Such groups are expressive in their feelings and sentiments, releasing their energies through the actions of the movements. Such activity is not harmful to others and is best let alone. If, for example, a group of young people are jitterbugging in the street or before a theater, it is not necessarily a cause for alarm. Such a crowd is not aggressive, nor is its energy directed toward a damaging objective. It is far wiser to permit such activity to continue and to permit the group to so express itself if there is no serious breach of the peace. Indeed, interrupting the release of energies in an expressive manner may divert the latent energies of such a crowd into aggressive and destructive channels.

The below table, which indicates stages in the organization of an aggressive crowd and certain police measures which are appropriate to these stages was taken from the book, Principles of Police Work with Minority Groups, a manual adapted from The Police and Minority Groups, by Dr. Joseph D. Lohman and prepared by Committee on Police Training, Louisville, Kentucky.

STAGES IN THE FORMATION OF THE MOB	APPROPRIATE POLICE ACTIONS
Initial stage : An initial incident Individuals in the milling process.	Quick determination of the facts and immediate action to resolve and isolate the incident. Discouragement of curiosity seekers
Stage of collective excitement: Crowd becoming unified by circular influence. Stirred to action by key individuals.	Removal of key individuals. Adequate show of force by the gathering of sufficient uniformed officers. Dispersal of those who have gathered.
Stage of social contagion: Crowd accumulating masses of innocent bystanders as well as some trouble seekers.	Adequate show of force. Mobilization of reserves. Cordon of police around the affected area to keep it isolated. Loud-speakers and police details to encourage the crowd to break up and leave the area.

Excerpts from Second Annual Report
CITY OF DETROIT INTERRACIAL COMMITTEE
1945

In the work of the Interracial Committee, the Community Barometer serves principally as a gauge of the extent to which tensions in the community become translated into acts of overt aggression. In serving as a measure of conflict, it provides the Committee with the most reliable available source of data with which to verify or refute prevailing rumors concerning the state of conflict and gives the Committee a basis on which to plan immediate and future action.

It is not contended that the Barometer, as presently constituted, is more than a rough appraisal of the public situation. Nevertheless, it is the most reliable and accurate instrument presently available to any private or public agency in the City of Detroit. As such, it has served and can continue to serve a most important function. With the lessons gained from two years' experience in dealing with the Barometer, it is hoped that the present shortcomings will be in large part eliminated, and that the Committee may look forward in the very near future to the perfection of a system of reporting and measuring tensions which will provide more accurate data and broader and more comprehensive insights into trends.

Reports on which the Barometer is now based are gathered from the Department of Police, the Department of Street Railways and volunteer reporters scattered throughout the City. All reports received are recorded on a master sheet, which is broken down into the following categories: (1) time and place where incident occurred; (2) participants in incidents, by sex and race; (3) aggressors in incidents, by sex and race; (4) number of juveniles and inebriates involved; (5) intensity of incident, as reflected in extent of words, blows, missiles and weapons involved; (6) source of report; and (7) brief description of the nature of the incident. All original report data are preserved for further analysis.

An examination of the reports of incidents received in 1945 as compared with 1944 reveals that there has been a general downward trend on almost all counts. The total number of incidents for 1945 is less than that for 1944; the average number of participants per incident is less; and the percentage of physical violence is somewhat less on two out of three counts. A brief resume of the comparative picture is as follows:

Year	Total No. of Incidents	Total No. of Participants	Average No. of Participants per Incident
1944	451	1,160	2.57
1945	354	851	2.40

Year	Words	Per Cent of Total	Blows	Per Cent of Total	Missiles	Per Cent of Total	Weapons	Per Cent of Total
1944	258	49	191	36.3	36	7	40	7.6
1945	239	54	134	30.0	14	3.2	53	12.0

Excerpts from THE COMPASS, March, 1945
AMERICAN ASSOCIATION OF SOCIAL WORKERS

Race Riots and Detroit Social Agencies

By Norman D. Humphrey
Assistant Professor of Sociology, Wayne University, Formerly
Research Director, Detroit Council of Social Agencies

The Committee on Social Work Practices of the Detroit Chapter AASW recommends action on the following points:

1. That the promotion of interracial harmony be regarded by all agencies as coming within the scope of their practices, and that the possession of an all-white or all-Negro clientele at the present time in no way absolves an agency from this responsibility.

2. That those agencies which have "always promoted harmony" re-examine their practices, and that those agencies which have regarded themselves as having "no necessity" for such activities, think beyond the narrow confines of their immediate neighborhood and clientele to the results of this pseudo-isolation on the broader community.

3. That the agencies re-examine the effects of the riots on established client relationships.

4. That agencies develop formal, responsible interracial and/or intercultural committees which seek to find methods of relating themselves to the appropriate civic or citizens' committees, or both. (The City of Detroit Interracial Committee is the current, official, civic committee, and the Greater Detroit Interracial Intercultural Fellowship is the dominant citizens' committee.)

5. That agencies develop procedures aimed at the promotion of constructive race relations, beyond the mere formation of committees.

6. That agencies constitute themselves as responsible reportorial groups ready regularly to report the race relations climate to appropriate citizens and civic organizations, and that the appropriate civic and citizens organizations set up machinery for such regular reporting.

7. That agencies develop procedures for maximum functioning in the event of another riot.

August 1, 1958

Mrs. Samuel Schroetter, Jr.
345 Madison Lane
Charlottesville, Virginia

Dear Mrs. Schroetter:

John Hope, SRC's Chief Consultant, has told me that you are preparing some materials on mob control by law enforcement agencies.

He asked that I send you a copy of a memorandum I pulled together in 1955. I enclose it herewith.

It is my understanding that a copy of this particular memorandum which I enclose has been mailed to the Chief of Police by Dr. Frank Daniel.

You will note that we have used John Hope's return address. We thought it wise not to advertise that you are receiving materials from SRC.

Sincerely,

Frederick B. Routh
Assistant Director

FBR:ls
encl. memo

Sept 14, 58

At Perry Homes

Police Kill 1, Others Beaten In Disturbance

One Perry Homes employee was shot and killed and the manager of the project allegedly assaulted by members of a police squad which converged on the area Saturday evening in what witnesses called a "wild" gun-waving spree.

The dead man, who was felled by a patrolman's weapon before a large group of children and adults, was identified as Joseph Franklin Jeter, 40, of 1497 Drew Drive, S.W.

Jacob R. Henderson, manager of the Perry Homes, accused officers of manhandling him and striking him about the neck. He was given first aid for bruises and cuts about the left side of his neck.

Several persons were arrested by patrolmen, who were accused of unwarranted assaults on several residents. The project was converged on by several patrol cars shortly after 5 p.m., reportedly in answer to calls concerning a disturbance and another call made by officers for help.

CROWD GATHERS

During the aftermath of the flareups, nearly a thousand persons mingled about the Perry Homes protesting the actions of the police officers.

Jeter, a maintenance man in the project, was pronounced dead on arrival at Grady. He had been shot in the chest. His wife was arrested at the hospital and accused of attacking an officer. One of their three children, Joseph, Jr., was also arrested.

Several Negro leaders conferred in Mr. Henderson's office after the shooting and arrests, as hundreds milled about outside. Mayor Hartsfield had been contacted concerning the alleged police assaults.

HENDERSON ACCOUNT

Mr. Henderson, an eyewitness to most of the incidents, told Capt. E. B. Brooks, head of the police evening watch, what he saw unfold in the project. Following is his account of what happened:

Shortly after 5 p.m. an employee of a drugstore on Perry Boulevard, N.W., allegedly called police to investigate a youth with a gun in the store. It was later learned the boy had a toy weapon. He reportedly fled as police arrived.

The boy was apprehended in the project and allegedly assaulted by officers. Mr. Henderson said the commotion caused him to go outside where he saw several officers striking the boy, who was reportedly "helpless." Henderson said the police dragged the boy to the police car "where they beat him with a pistol in the back seat."

WOMAN ATTACKED

A beautician, identified by Mr. Henderson as a Mrs. Jones, was allegedly assailed when she pleaded with police not to harm the boy. When she was knocked to the ground, Henderson said he approached the officers to ask mercy for the woman.

"When I got half way to the car, one policeman grabbed me from the rear, twisted my head back," Henderson said. That was when he was struck about the neck, he stated. The woman's husband allegedly asked officers not to hit his wife, and he was assaulted, according to the Perry Homes mana-

(Continued on Page 4, Col. 4)

Police Kill

(Continued from Page One)

ger. Both were arrested.

Seven witness corroborated his statements.

JETER APPROACHES

Several witnesses said while Mr. Henderson was being held, Jeter, who was on the opposite side of the street, started over to tell police they were holding the manager of the project. His son reportedly held him back. Witnesses said that was when two patrolmen grabbed Jeter and knocked him backwards while a third officer shot him in the chest.

"After they shot him, they dragged him and threw him on the seat of the car," Henderson told Capt. Brooks. Several minutes elapsed before police made any effort to take the wounded man to the hospital, he said. Jeter was transferred from a police car to an ambulance at Marietta and Ashby Streets. He arrived at Gradv, dead, at 7:15 p.m.

GENERAL WARNING

Throughout the melee witnesses said officers pointed their guns at men, women and children and warning them not to move.

The officers "went wild," Capt. Brooks was told. One witness described the officers on the scene as appearing as though they were afraid and panicked.

As the account of the arrests and alleged unwarranted assaults were reported, several witnesses gave vent to numerous grievances in which they charged other assaults on children and adults in the area by police.

The huge crowd remained near the project entrance late Saturday night, expressing dissatisfaction with what had happened. Several incidents were reported but all were quelled immediately by officers on the scene.

Det. C. J. Perry and Patrolman R. A. Knight reported halting a disturbance in the drug store allegedly where the original call to police was made. The officers said someone apparently did not understand why officers were summoned. Miss Clara Colbert, store employee, said it was believed at first that the arrested youth had a real gun.

APPEAL TO LEADERS

Within a few hours the story of the Perry Homes disturbances had traversed the town and appeals were made to Negro leaders to go to the area to help disperse the crowd.

The Perry Homes incident came one week after two women accused police of assaulting them in the vicinity of Northside Drive and Larkin Street. A 17-year-old boy was shot by police and accused of attempting to murder an officer. Both of the women were hospitalized.

Mr. Jeter, who was superintendent of buildings and grounds in the project, was one of the originators and sponsors of the Brown Derby in Atlanta.

Several police officers investigating the incidents reported that several persons had attacked police officers. These charges were flatly denied by several eyewitnesses to the entire series of events.

Atl. Daily World - Sun., Sept. 14, 1958

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The attached lists from Mrs. Knox's office received the Atlanta Citizens Defense Committee's statement to the Atl. Const.

September 17, 1958

(NOTE: not all on each list received the statement; those who did are so indicated.)

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FO-1-8402

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Rev. [illegible]lson Sneed
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RFD 1, Box 504, Smyrna, Ga.

WALLACE, Mr. & Mrs. John M., Jr. 4-7-9058
5880 Chamblee-Dunwoody Rd, Chamblee, Ga.

WATSON, Mr. & Mrs. Wm. C DR8-3451
3863 Longdale Dr., Decatur, Ga.

WELSER, Mr. & Mrs. Lyle ME4-4410
and Melvin)
1801 Briarwood Circle, NE, Atlanta 19

WHEELER, Mr. Charles D. TR2-2717
631 Benaventure Ave., NE, Atlanta 6

WILKS, Mr. & Mrs. Ira Edwin CE7-7034
273 Midvale Dr., NE, Atlanta 5

WILLIAMSON, Mrs. T.R.H. DR3-1850
3927 Rockbridge Rd., Route 3, Stone Mtn.

WINSOR, Mr. & Mrs. Frank H.
905 W.3rd St., Red Wing, Minn.

WOOLF, Mr. Winfield F.
320 Ferguson St., N.E., Atlanta 7

WRIGHT, Miss Daisy Ellen TR2-372(
133 10th St., NE, B-14, Atlanta 9

WRITSEL, Mr. & Mrs. Lawrence, MA7-7907
3144 Beech Dr., East Point, Ga.

YOUNG, Dean & Mrs. Whitney JA3-4845
672-3 Beckwith St., SW, Atlanta 14

ZWEIBAN, Mr. Jack
686 Poplar St., Macon, Ga.

WOOLF, Dr. & Mrs. Glenn M. DR7-0765
2187 Bencal Dr., SE, Atlanta

TO THE EDITOR OF THE ATLANTA CONSTITUTION

Because of the recent disturbance in the Perry Homes Area and because the account of these incidents was inaccurately reported in the Sunday ATLANTA JOURNAL-CONSTITUTION, a Citizens Committee, composed of a number of representative Negro citizens was formed. This Committee has taken sworn statements from witnesses and all of the facts point to a regrettable situation that could have serious consequences.

Briefly, the facts in the case are apparently simple. The police had been called because of a disturbance by a youth by the name of Clarence Ellison, in the Perry Homes Community. Ellison was arrested but broke away and was captured by the police and placed under arrest. According to witnesses, even after he was placed in the police car, the police continued to beat him. Two or three women, in front of whose home the capture took place, came out to request the police to stop beating the boy since the boy was already under arrest and in the car. At no point did anyone interfere with the police, according to witnesses, nor under any circumstances do these and other witnesses indicate there was an attempt made to take the prisoner.

One of the women protesting the beating, a beautician, was also roughly handled, beaten, and placed under arrest, according to the witnesses. At this point, the Housing Manager, who saw the incident from his office, came out to see what the disturbance was and to see if he could be of assistance. He was immediately seized and roughly handled also and received at least one blow. After he was seized, Mr. Joseph F. Jeter, the deceased and employee of the housing project, who was across the street, came over for the purpose of telling the police that this was the Housing Manager and according to witnesses, before he even got to the scene, he was shot and almost instantly killed. These are the facts as stated by witnesses who have been interrogated and sworn statements taken. At no time was any attempt made to interfere with the police or even

put their hands on the police. Several apparently had congregated, as will happen in a situation such as this.

The police's version that a crowd of 500 attempted to liberate a prisoner on the surface is patently wrong and does not at all bear out the facts, according to reliable witnesses.

The Citizens Committee was formed because of intense excitement in that community and in other communities, because a similar incident had happened the preceding Saturday on Northside Drive when another prisoner, according to witnesses, was also beaten severely and here again, two women protested and were also severely beaten, one of whom is still in the hospital under medical treatment.

The Citizens Committee is interested primarily in maintaining law and order in the City of Atlanta. The Committee believes that policemen who use unnecessary and uncalled for force, and who manhandle women should be punished. The Committee also believes that these policemen represent a minority of the Atlanta Police Department and in no way does the Committee want to indict or censure the entire Police Department of the City of Atlanta. The Committee is strongly of the opinion that unless this type of incident is stopped, it could lead to very serious consequences because of the actions of intemperate people of both groups and for that reason, this Committee is dedicated to see that justice is done in this case and in every case where there is proven police brutality or unnecessary force.

The Committee commends Chief Jenkins for his statement that the Police Department will get facts in this case and every case which is reported to him and will take whatever appropriate action is necessary to see that justice and justice alone, is done.

In the case of Mr. Jeter, who was killed in the Perry Homes Incident, it should also be stated that he was chief custodian of the project and an employee of the City of Atlanta, and is a member of a family of integrity in the City of Atlanta, and the father of several children. He lies dead today only because

as a good citizen and as a good employee of the Project on which the incident took place, he had the civic consciousness of coming to a scene to render whatever assistance he could. It is because of this incident particularly, that the Citizens of the community are thoroughly and completely aroused.

In every incident such as this, the Committee understands that there are irresponsible people who take advantage of such situations and who want to cause disturbances. The Committee has already urged the police to deal with these people as law breakers and will stand back of the police in any proper and lawful action they may take to maintain law and order.

The Committee further believes that there is no place in the City of Atlanta for "trigger happy" policemen or for members of the police force who feel that defenseless prisoners must be unmercifully beaten. Unless these incidents are stopped, the Committee feels that they may lead to serious consequences and it is for this reason that the Committee will do all in its power to cooperate with the City Administration and the Police Department in seeing that these incidents are thoroughly investigated and appropriate action taken so that all people involved and guilty shall be punished to the full extent of the Law.

Some of the citizens forming the above named Committee are as follows:

Bishop J. W. E. Bowen	E. M. Martin
Rev. M. L. King, Sr.	R. L. Chennault
C. A. Scott	T. M. Alexander
Herman Russell	Dr. C. A. Bacote
C. R. Yates	Dr. B. E. Mays

Jesse Hill, Jr.
Warren R. Cochrane

1/15

RICHMOND AREA COMMITTEE FOR PUBLIC SCHOOLS
Room 3, Broad-Grace Arcade
Richmond 19, Virginia

Telephone: MI 9-1612 January 12, 1959

BULLETIN NO. 3

Second Committee Meeting.
Approximately 375 individuals met at Mary Munford School, Friday evening, January 9th and adopted By-Laws, elected seven Directors, and heard reports on the school situations in three Virginia localities. The By-Laws as contained in Bulletin No. 2 were adopted.

First Membership Goal Reached:
Our goal was 500 members by Friday, January 9th. By the end of the meeting, our list totaled 560, and 156 members were enrolled at the meeting. As of noon, Monday, January 12th, the total membership stands at 594.

BOARD OF DIRECTORS

Rev. Wayne Bell, minister, Seventh Street Christian Church
Mr. Wilson Brown, Vice-President, State Planters Bank and Trust Co.
Mr. John J. Daly, Editor, Catholic Virginian
Mrs. Henry W. Decker, Housewife
Mr. Mallory Freeman, Director of Advertising, A. H. Robins Co.
Mr. Newman Hamblet, Vice President and Director of Operations, Thalhimers
Mr. George Little, lawyer, Denny, Valentine, and Davenport

On Friday evening the Richmond Area Committee authorized that the present organizing committee be continued temporarily and that this committee together with the Board of Directors constitute the Executive Council with power to transact the business of the Committee, to appoint appropriate committees, and to procede as soon as possible to prepare a slate of four permanent officers for election by the Richmond Area Committee for Public Schools. Upon election of the permanent officers, the Organizing Committee will cease.
The Organizing Committee is composed of Mrs. Marvin Evans, Dr. J. L. Blair Buck and Dr. James R. Sydnor - (Mrs. Henry Decker who has been a member of the Organizing Committee is now a Director).

New Printing of Membership Cards:
Five thousand membership cards have already been distributed and an additional printing ordered.

Meeting of Executive Council:
The Executive Council met Monday afternoon, January 12th at four o'clock to begin plans for carrying out the purposes of the Committee.

Membership Solicitation Form Letters:
Enclosed is a sample copy of a form letter which you may secure from the office in any quantity for mailing to others.

Norfolk School Situation on Television:
Watch Edward R. Murrow show, Channel 12, Wednesday, January 21st, 8-9 o'clock. Invite friends to view it with you.

Number of Virginia School Students:
The latest available figures are for the session 1957-1958: White children - 603,613. Negro - 196,851. Total 800,464 children.

REPORTS ON THE SCHOOL SITUATION

These three reports on the Virginia school situation were given at the meeting of The Richmond Area Committee for Public Schools at the Mary Munford School, Richmond, Virginia on January 9th, 1959.

FRONT ROYAL

Mr. John Fitzgerald, connected with the American Viscose Company, in Front Royal, Virginia, gave the report on the school situation in that locality. The text of his report follows:

North Royal Avenue in Front Royal is a medium wide street lined on both sides with elm and maple trees, making it an attractive vista. In the first two blocks north of Main Street are three churches. All of them have offered their educational buildings to the Warren County Education Foundation for the conduct of its classes. During October, we had the clear-skied, sunny days which are typical of a valley autumn. Driving along Royal Avenue at midday, one could see groups of high school boys and girls, in their colorful warm-up jackets, clustered before these church buildings or strolling along the street. It was an eye-catching sight, and a stranger driving thru town could well have imagined himself on a small college campus. But this surface beauty was somewhat kin to the blanket of flowers over a new-filled grave. Beneath it had been buried the first unit of Virginia's public education system.

It was buried at a packed meeting in the Elementary School auditorium on September 25th with pomp and circumstance and with little mourning.

On September 15th, there were a few people in the community who could see the handwriting on the wall, and the term of the Warren County Committee for Public Schools was born on that date, although its formation was not to come for ten fateful days. On September 18th, there was a meeting of the PTA, at which our paralyzing problem was to be discussed. At that meeting, a group of us presented a resolution which would request the School Board and the Board of Supervisors to return the Warren County High School to the county authorities, to be operated on the basis required by Federal Court order. The resolution was given little serious consideration. Instead, a citizens committee was appointed to study our problem. On September 25th, this group reported that our only course of action was a temporary private school. At the mass meeting I mentioned a moment ago, we tried again to impress our fellow citizens that this was an improper course. I learned then how Canute felt when the tide began to rise around his chair on the Channel beach.

And so the Warren County Education Foundation was formed. It was given the blessing of the Governor; it was hailed by the press as a brave example of the conclusive action of independent Virginians; and in a bewildered but defiant spirit the people rallied around it. In the high emotion of the day, money and promises of money poured in from the County; from neighboring counties; from Richmond; from other states. Equipment was donated by people of Danville and other cities. Payroll deduction plans were instituted in the County to contribute over a greater period of time. The Front Royal Youth Center, the Confederate Museum, and the Afton Inn gave the Foundation the use of their buildings for classes. High school teachers were permitted to resign without prejudice to take employment with the Foundation. In a few short weeks, classes were being conducted for some 75% of the displaced students. Warren County had become the showcase of massive resistance. Southern editors are now pointing with pride to the "academy" which has mushroomed so successfully there. There is an academy in Front Royal. An old and respected one called Randolph-Macon. I don't know how its Superintendant feels, but when I picture it, sitting solidly atop its hill, I cannot help but feel that it has suffered editorial insult.

Yes, ladies and gentlemen, the men who created the Education Foundation, and who operate it, are sincere men, who have done what was a necessary job. They have worked hard and unceasingly to make it a success, even though its operation is based on the premise that it will cease to function with the reopening of the school.

Now, it is winter in Front Royal. A wild wind is whipping Royal Avenue with its freezing breath. The people are silent as they contemplate the thing they have made. Boys and girls plod doggedly between the inadequate buildings to attend their make-shift classes. The heady days of defiance are gone; emotions have returned to a more normal pitch.

When we look at this Foundation, what do we see? Classes sitting in straight chairs with books and wraps in their laps. Twenty students and a teacher in what was once a living room. No laboratories, classes partitioned with draperies. One boy's toilet in a two-story building, and that opening only into a classroom so that in the first three weeks of school no boy used it. This is the showcase of massive resistance. The seeds of its destruction were built into it, and they are beginning to bear fruit.

Almost daily our papers tell us that replacing the public school system with private classes is really an easy matter. There is plenty of money for it. Yet, in the whole length and breadth of Virginia, Front Royal has barely raised enough money to operate one school for one year. And remember, we have no building cost, no maintenance expense, no equipment to buy. We are not even paying the $2.00 per month to cover light bills, as they are in Charlottesville.

The physical inadequacies of this venture are really known to everyone, whether we all admit them or not. There is no need to dwell on them. The serious and far-reaching consequence could well be one which we had not suspected. It is not a failure of the Foundation, or the fault of its operation. It is the outward sign of a phenomenon which is growing amongst us.

Parents and elders are giving their youth a first-hand example, a clear blueprint, of the organized defiance of authority. In doing so, they have impulsively removed the very center around which teen-age lives revolve. The only pattern of existance which the children know - the only one which could seem natural to them has been snatched from them - root, vine, and branch. There is among them an incomprehension of the necessity for this drastic action which has hurt them so sorely. I have seen isolated instances which indicate that this feeling may be crystallizing into a resentment toward those who are capriciously denying them an education.

If the State maintains its present posture too long, we could well discover that it has crystallized, and is too firm to be counter-acted. A generation of Virginians with disrespect for authority and resentment toward their elders would not be a pretty legacy for us to leave. Familiar though I am with some of Richmond's more famous calamities, I feel that this could be the greatest you have ever known. You must prevent it!

CHARLOTTESVILLE

The text of the following report was prepared by Mr. Arthur Welch of Charlottesville who is Engineering Editor for the new McGraw-Hill Science Encyclopedia. The following text relating to the school situation in Charlottesville was read to the Richmond Area Committee on Friday evening, January 9th. Dr. Richard Beard of the University of Virginia faculty had expected to address our Committee meeting on Friday but was prevented by illness.

Charlottesville is noted for many things - the homes of Thomas Jefferson and James Monroe, the University of Virginia, the beauty of its residential section and the surrounding countryside. Most recently Charlottesville received recognition in the comic strips because Charlottesville is the birthplace of the speakeasy school which Pogo has brought to national attention.

School closings in Virginia have affected communities in different ways. In Charlottesville the story is of the attempts of a community to educate its children despite all handicaps. In many respects it is a heroic story. Many people pitched in to provide

makeshift facilities. People volunteered their homes, churches opened their doors, organizations and business establishments provided space and even scientific laboratory facilities. Teachers volunteered their services.

Is this, then, the answer to closed schools? Can a community provide for the education of its children in this fashion? Is this what they've been saying all along - that private schools would spring up to replace closed public schools? Many naive people are believing this. But, let's look at the facts and not be deluded.

First and perhaps most important, the private schools in Charlottesville are really public schools operating in private buildings. The teachers are still on the state payroll. The principals of the closed schools still supervise the classes though not as closely as they'd like to. All the expensive extra-curricular activities are still going on, as well as music programs, physical education and other non-academic subjects. The Lane High football team played its full schedule - with a squad depleted by transfers. The school paper is still published, the glee club and band are practising.

Second and also financially important are the donations of citizens, churches and organizations. Our basement schools are supported by the owners who pay the upkeep, heat, light and water bills. The high school classes meet in churches and organization lodges and students pay only $2.00 a month for heating and lighting costs.

Obviously these arrangements are temporary. Teachers' contracts expire in June and there will be no way to keep them on the public payroll another year. Private citizens will not indefinitely foot the bills for schools in their basements. Churches cannot give their buildings to schools forever.

A study was recently made by a Charlottesville resident to determine the costs of setting up a minimum private school education for our 1700 displaced students. These schools would require an initial investment of at least $2,000,000 - or $1,175 per student - and a yearly tuition of about $300 per student. Understand that this cost is minimum and provides for no athletics, music, art or any of the specialized courses which require special instructors. These costs are also based on an average teacher's salary of only $4,000 per year. Without public funds few parents can afford this cost and few children will be educated.

This is the situation in Charlottesville - its white high school and one elementary school closed, while four other white elementary schools are operating. The community is still divided since many of the children still go to public schools. The hard facts of the situation are still not evident enough to hit home.

But what will it be like next year? Will parents be content to see their children receive inferior education? Will they be complacent as they watch their savings go to pay the high cost of private schools? Will teachers be found to staff these schools? Will parents be able to explain to their children when colleges refuse them admission? Will industry be able to sit still when good workers move away and replacements will not come to Charlottesville? Will businessmen wake up when the dollars going into private schools do not ring their cash registers? Will citizens continue to donate their homes? Will churches continue to allow use of their facilities?

There are already many who are not complacent. There are many who can see the facts and are willing to face them. There are signs for all to see who open their eyes. Teachers are already looking for jobs elsewhere. They don't like isolated classrooms. Parents are making plans to move to a more stable educational climate. Homes are up for sale - but they don't sell easily. Industry is finding it difficult to find professional help. Expansion plans are being held up. The first college rejections are being received.

Every day more people are being awakened. It has not been easy. Some never thought it could happen. When it did some never thought it would last long. Many thought the Governor would reopen our schools. Others thought tuition grants would be given by the state. They thought private schools would spring up. They were lulled by promises, by the new solution constantly held before them by our state leaders. One by one these solutions have failed to materialize. The only thing left is to permanently close our public schools.

Will Charlottesville accept this? I think not.

Charlottesville has been cited as a test area. A Richmond newspaper said that the areas with closed schools were watched closely for public reaction. Overall, Charlottesville seems to have accepted its fate quite calmly. But remember that only 2 of six white schools are closed. The Committee for Public Education has 1000 members - with only a handful from the school districts where schools are still open. A large protest vote was cast in the November 2nd election - in a town which supported Senator Byrd by over 80% in 1952. When the people finally see that the real issue is public education or none at all, there will be many supporters for public education in Charlottesville.

NORFOLK

The final report was devoted to the Norfolk school situation and was presented by Mr. Ellis James, a Norfolk real estate man, who is a member of the Executive Committee of the Norfolk Committee for Public Schools. He is first plaintiff in the Norfolk school case before the Federal Court. Since Mr. James spoke from notes, he prepared the following digest of his remarks at the request of the Executive Council of the Richmond Area Committee.

Formation of a Committee for Public Schools now, long before the frightening, frustrating avalanche of school closings overwhelms your community, is indeed the best step you can take.

It is the action Norfolk citizens failed to take until schools were actually closed. By that time, the battle to preserve public education in Virginia's seaport city had become compounded with the effort to restore schools already closed, and the task confronting the Committee was thereby rendered infinitely more difficult.

I must warn you, however, that in taking a stand for public education you are exposing yourselves - each of you as individuals, and all of you as a minority group favoring public education in a State dominated at the moment by those forces who would destroy public education and replace it with some sort of private system - to the most bitter attacks you have ever experienced. Those who would rather see public schools abolished entirely than to have even token integration in compliance with Federal court orders will label you and castigate you as radicals with no sense, Communists, and members of the National Association for the Advancement of Colored People. You will also find that many of the prominent citizens of your community, the erstwhile leaders, will not speak out in behalf of your cause, not for the reason that they do not in many instances agree that public education is best, but because they are afraid of economic, social and political retaliation - retaliation of the most hateful and virulent variety.

On January 19th, when as we suppose both the State Supreme Court of Appeals and the special three-judge Federal District Court in Norfolk will hand down their decisions on pending school cases, the general situation for all of Virginia will probably be substantially altered.

If, as most of us assume, the Massive Resistance laws are declared invalid and struck down, we shall then enter a phase of the struggle in which many new moves by State and local authorities will occur. What these moves will be and how we who favor public

education shall need to act to meet then we cannot now discern. Yet we must be aware that the forces opposed to us will not now give up nor turn aside from their avowed purpose of destroying the entire public school system of Virginia if that extreme step proves necessary to prevent any degree of school integration.

I must make you aware, also, at this point of the basic, underlying problem of the public school struggle. It is a problem which people in unaffected areas like Richmond cannot fully appreciate or conceive of, but which becomes shockingly apparent once you engage yourselves in combatting the groups who oppose public schools. I refer to the desertion by hundreds, no, thousands of Virginians of the American concept of democratic processes, government, and individual freedom, which in importance far transcends the issue of public education.

The City Charter of Norfolk provides that all meetings of the City Council "shall" be public. Yet secret meetings are regularly held. The Mayor of Norfolk, after being challenged on this point by an editorial writer of the Norfolk Virginian-Pilot, spoke before a local organization in defense of the secret or non-public meetings on the general ground that it was for the best interests of the community and because it kept certain people or groups within the community from being vocal before the Council. This is hardly democracy! Yet, it is in keeping with the attitude we find so widespread in this school struggle - the belief that government by men and not by laws is to be preferred, that government by law is not necessary and is not to be followed.

We must prepare, as you are doing, for a long, hard conflict before the public school issue in Virginia is resolved. We shall need great courage and endurance to carry out our part of the task.

But it is a burden we cannot escape, so long as we hold dear our American heritage and revere the wonderful past that is Virginia's.

The following Affirmation on Maintaining Public Schools was adopted at the meeting of the Virginia Committee for Public Schools, Jan. 7, 1959.

We believe that a state-wide system of public education is essential to the welfare of Virginia. Our belief rests upon the following premises:

That representative government depends for its success upon an educated electorate;

That the economic prosperity of Virginia depends upon a high level of educational preparation of the youth of the Commonwealth.

If the public school system of Virginia is abandoned or allowed to deteriorate, we believe:

That the cost to parents of private education would prevent the education of large numbers of children;

That the absence of public education for any prolonged period of time would lead inevitably to widespread discouragement and even demoralization among the children and youth of the state, with rising welfare and delinquency problems resulting;

That drastic dislocations in the economic balance of the state would be caused by movements of population from communities without public schools to communities with public schools;

That new industry will not be attracted to Virginia and existing industries would in some cases withdraw their plants from the state with a resultant loss of employment opportunity for all people of the Commonwealth;

That property values would drop, with resulting losses to householders.

We therefore reaffirm our determined support of free public education for every child in Virginia. We believe that this should continue to be guaranteed by the Constitution of Virginia.

VIA AIR MAIL

February 12, 1959

Mr. William M. Lightsey
231 N. Evergreen
Arlington, Virginia

Dear Mr. Lightsey:

I have written today as enclosed to Mrs. Joe R. Brewer of the Little Rock Women's Emergency Committee to Open the Schools.

We greatly appreciate your willingness to serve as a resource person to others in the South who are carrying on efforts similar to yours in Virginia. You will probably be receiving an invitation in the near future from a comparable group in Atlanta.

I shall look forward to hearing from you and Mrs. Brewer when the plans are set, and following your visit to Little Rock, a statement of your expenses and time for which honorarium should be paid.

I shall look forward to meeting you when you are in Atlanta. Meanwhile, kindest regards and good wishes.

Sincerely,

Harold C. Fleming
Executive Director

HCF/mf
Enclosure - 1

BC: Paul Rilling

February 15, 1959

BIOGRAPHICAL SKETCH

Name: William M. (Marion) Lightsey

Address: 231 North Evergreen Street
Arlington 3, Virginia

Telephone: Home: JAckson 8-4592
Office: REpublic 7-4142, Ext. 5959 or 4044

Personal History - Born in Fairfax, Allendale County, South Carolina, February 8, 1911. Of German-English ancestry. Fathers family settled in South Carolina Low-country in 1730. Graduated from Fairfax High School. Attended The Citadel, at Charleston, South Carolina for one year, 1928-29. Lived in Washington, D. C. 1930-1935, Columbia, S. C. 1936 through 1942, in Arlington, Virginia since 1943.

Married Eleanor Weiler of Corsiciana, Texas, a colateral descendent of General Sam Houston, in 1936. Has three single daughters, Marie 21, Eleanor 18, Louise 16. Daughters educated in Arlington Public Schools.

Education - High School graduate. One year college at The Citadel, Charleston, South Carolina, 1928-29. Informal courses in management, agriculture, economics, and public relations, as in-service training and in Graduate School, U. S. Department of Agriculture, Washington, D. C.

Employment - Presently employed as Chief, Acreage Reserve Branch, Soil Bank Division, Commodity Stabilization Service, U. S. Department of Agriculture. Employed with this Department since 1933. Responsibilities primarily those of program planning and development of field office operating procedures. Worked in Washington office, except for period in Columbia, South Carolina State office 1936-1942. Since 1942 has traveled widely in Southern States from Virginia to Florida and west through Texas and Oklahoma. Work in field has been largely with State agricultural committees and farmer-elected county committees, with talks to farm, civic, and business groups.

Civic, Religious, and Fraternal Activities - One year ago, began working with other community leaders in the organization of the Arlington Committee to Preserve Public Schools. Served as President of that organization of about 4,500 members since November. Helped form a coordinating State-wide group, the Virginia Committee for Public Schools. Presently on leave of absence from Agriculture Department to work as Field Secretary for Virginia Committee for Public Schools. Immediate effort devoted to organization of local Committees throughout State, designed to increase State membership from 18,000 to 150,000 or more.

Last April began 3-year term as Director, Northern Virginia District of Virginia Congress of Parents and Teachers. Served

two previous years as President, Arlington County Council of PTA's. Active in Arlington PTA work since 1943. District membership 54,000 - Arlington membership 19,000.

Member of Executive Council and Campaign committees of "Arlingtonians for a Better County", a coalition, non-partisan, political organization dedicated to good public schools and progressive local government. Candidates now control and direct local government.

Active member of Arlington Committee of 100, made up of civic leaders interested in community planning and improvement.

Member and former President of Church Council of Resurrection Lutheran Church, largest Lutheran congregation in Virginia. Served past 5 years as Financial Secretary to the congregation.

Member of Arlington Centennial Lodge No. 81, A.F.& A.M.

References:

Dr. J. Luther Mauney, President
United Lutheran Synod of Virginia
Roanoke, Virginia

Mr. Ray Reid, Superintendent
Arlington County Public Schools
1426 North Quincy Street
Arlington, Virginia

Mr. H. Lawrence Manwaring
Deputy Administrator, Production Adjustment
Commodity Stabilization Service
U. S. Department of Agriculture
Washington, D. C.

Hon. Joel T. Broyhill
Member of Congress
House Office Building
Washington, D. C.

Mr. Ralph Kaul, Chairman
Arlington County Board of Supervisors
Arlington County Court House
Arlington, Virginia

William M. Lightsey

ARLINGTON COMMITTEE
TO PRESERVE PUBLIC SCHOOLS
P. O. BOX 7118
ARLINGTON 7, VA.

February 17, 1959

Mr. Harold C. Fleming, Executive Director
Southern Regional Council, Inc.
Room 432, 63 Auburn Ave., N. E.
Atlanta 3, Georgia

Dear Mr. Fleming:

Yesterday I received your letter of February 12, with a copy of your letter to Mrs. Joe R. Brewer of the Little Rock Women's Emergency Committee to Open the Schools.

Should I receive an invitation from Mrs. Brewer, I am sure we will be able to work out a mutually agreeable time for me to go to Little Rock. I am presently on leave of absence from the Department of Agriculture, in order to devote full time to working as Field Secretary for the Virginia Committee for Public Schools. Most of my immediate effort will be devoted to the organization of local public school committees throughout the State. We hope to multiply our 18,000 membership during the next few weeks.

I would like to confer with you personally in the near future. If you are planning a trip to this area, either Richmond or Washington, I could probably arrange to meet you at a time and place most convenient to you. Otherwise, I would like to arrange routing to Little Rock via Atlanta to talk with you before my Little Rock visit. I feel that such a conference would be quite helpful to me.

Would you please arrange to send me recent issues of New South which might be particularly helpful in this general subject area. Any other articles or publications you think would help me will be appreciated.

I am enclosing a biographical sketch will will provide you additional information on my background.

If it will not be too much trouble, a copy of any letters to me should be sent to me at Room 3-Basement, Broad-Grace Arcade, Richmond 19, Virginia. I am going to Richmond tomorrow and, expept for week-ends, will be making that my headquarters for the next several weeks. The telephone number there is MIlton 9-0559.

Yours very truly,

William M. Lightsey

William M. Lightsey

cc, with enclosure:
Mr. Paul Rilling, Richmond
Mrs. Joe R. Brewer, Little Rock

Enclosure

February 15, 1959

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Married Eleanor Weiler of Corsiciana, Texas, a colateral descendent of General Sam Houston, in 1936. Has three single daughters, Marie 21, Eleanor 18, Louise 16. Daughters educated in Arlington Public Schools.

Education - High School graduate. One year college at The Citadel, Charleston, South Carolina, 1928-29. Informal courses in management, agriculture, economics, and public relations, as in-service training and in Graduate School, U. S. Department of Agriculture, Washington, D. C.

Employment - Presently employed as Chief, Acreage Reserve Branch, Soil Bank Division, Commodity Stabilization Service, U. S. Department of Agriculture. Employed with this Department since 1933. Responsibilities primarily those of program planning and development of field office operating procedures. Worked in Washington office, except for period in Columbia, South Carolina State office 1936-1942. Since 1942 has traveled widely in Southern States from Virginia to Florida and west through Texas and Oklahoma. Work in field has been largely with State agricultural committees and farmer-elected county committees, with talks to farm, civic, and business groups.

Civic, Religious, and Fraternal Activities - One year ago, began working with other community leaders in the organization of the Arlington Committee to Preserve Public Schools. Served as President of that organization of about 4,500 members since November. Helped form a coordinating State-wide group, the Virginia Committee for Public Schools. Presently on leave of absence from Agriculture Department to work as Field Secretary for Virginia Committee for Public Schools. Immediate effort devoted to organization of local Committees throughout State, designed to increase State membership from 18,000 to 150,000 or more.

Last April began 3-year term as Director, Northern Virginia District of Virginia Congress of Parents and Teachers. Served

two previous years as President, Arlington County Council of PTA's. Active in Arlington PTA work since 1943. District membership 54,000 - Arlington membership 19,000.

Member of Executive Council and Campaign committees of "Arlingtonians for a Better County", a coalition, non-partisan, political organization dedicated to good public schools and progressive local government. Candidates now control and direct local government.

Active member of Arlington Committee of 100, made up of civic leaders interested in community planning and improvement.

Member and former President of Church Council of Resurrection Lutheran Church, largest Lutheran congregation in Virginia. Served past 5 years as Financial Secretary to the congregation.

Member of Arlington Centennial Lodge No. 81, A.F.& A.M.

References:

Dr. J. Luther Mauney, President
United Lutheran Synod of Virginia
Roanoke, Virginia

Mr. Ray Reid, Superintendent
Arlington County Public Schools
1426 North Quincy Street
Arlington, Virginia

Mr. H. Lawrence Manwaring
Deputy Administrator, Production Adjustment
Commodity Stabilization Service
U. S. Department of Agriculture
Washington, D. C.

Hon. Joel T. Broyhill
Member of Congress
House Office Building
Washington, D. C.

Mr. Ralph Kaul, Chairman
Arlington County Board of Supervisors
Arlington County Court House
Arlington, Virginia

William M. Lightsey

Virginia Committee for Public Schools

ROOM 3, BROAD-GRACE ARCADE
Richmond 19, Virginia

TELEPHONE MILTON 9-0559

ADVISORY BOARD
Mr. Wilson M. Brown
Richmond
Mrs. J. L. Blair Buck
Richmond
Mrs. Margaret Denny Dixon
Richmond
Mrs. Douglas S. Freeman
Richmond
Rabbi Ariel Goldburg, D.D.
Richmond
Mr. Newman Hamblet
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Most Rev. Joseph H. Hodges, D.D.
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Rt. Rev. W. H. Marmion, D.D.
Roanoke, Va.
Dr. Peter Mellette
Richmond
Col. Francis Pickens Miller
Charlottesville
Mr. Benjamin Muse
Manassas
Mr. Louis Spilman
Waynesboro
Mr. Beecher E. Stallard
Richmond
Mr. Louis Rader
Waynesboro
Mr. Knox Turnbull
Charlottesville

ACTING EXECUTIVE SECRETARY
J. L. Blair Buck
Richmond

February 23, 1959

Mr. Harold C. Fleming, Executive Director
Southern Regional Council, Inc.
Room 432, 63 Auburn Ave., N. E.
Atlanta 3, Georgia

Dear Mr. Fleming:

When I returned to Arlington from Richmond last Saturday night, I had a letter from Mrs. Joe R. Brewer, Chairman of the Women's Emergency Committee of Little Rock. Mrs. Brewer asked that I meet with their Executive Committee, indicating that their regular meeting was 10 A.M. each Wednesday morning. I have this morning by telephone completed arrangements to work with this Committee in Little Rock. I will arrive there tomorrow evening and must leave late Wednesday afternoon. The suddenness of these arrangements makes it impossible for me to either go or return via Atlanta, so I must postpone my conference with you.

I will give you a report of the Little Rock meeting as soon as possible after I return.

Sincerely yours,

William M. Lightsey

William M. Lightsey
Executive Secretary

WML/egb
CC - Mr. Paul Rilling

STEERING COMMITTEE: H. W. Tullock, *Waynesboro;* Mrs. Vernon Weihe, *Arlington;* Roy Sloop, *Newport News;* James C. Brewer, *Norfolk;* W. B. Shepheard, *Norfolk;* James R. Sydnor, *Richmond;* J. A. Rolston, *Charlottesville;* John Fitzgerald, *Front Royal;* J. L. Blair Buck, *Richmond.*

AFFILIATED COMMITTEES: Alexandria, Arlington, Blacksburg, Charlottesville, Fairfax, Front Royal, Newport News, Norfolk, Richmond.

ARK. DEMOCRAT FRONT PAGE 2/25/59

Chamber Poll Points To Possible Action In School Deadlock

Possibility of forthcoming chamber of commerce action in the Little Rock public school stalemate was indicated today as members received questionnaires asking them to vote yes or no on these two questions:

"Do you favor Little Rock's continuing with closed public high schools?"

"Do you now favor the reopening of the Little Rock public high schools on a controlled minimum plan of integration acceptable to the Federal Courts?"

The letter, signed by Chamber President E. Grainger Williams, asked the members to give their opinions "in the light of Federal Court decisions since the Little Rock public school problem arose, and in view of the recent action of Virginia, Florida and North Carolina."

The letter said signatures on the questionnaires are optional. Deadline for returning the ballots is midnight tomorrow.

Mr. Williams today said that "the board of directors asked that the poll be taken."

He added that results of the poll will not be divulged before the board meets "sometime next week."

"Obviously the school situation is having a serious effect, and the poll is designed to get the members' opinions," he said.

GAZETTE
ARK. ~~DEMOCRAT~~ 2/25

Virginia Integration Woes Said Unlike Little Rock's

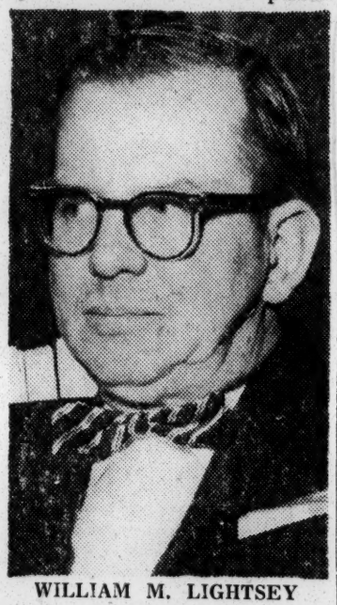
The field secretary of the Virginia Committee for Public Schools said last night that Little Rock's school situation probably would be different if the city hadn't been taken by surprise by integration difficulties.

William M. Lightsey of Arlington, Va., explained that in Virginia there had been an awareness for "two or three years" that integration would pose a threat to the public schools.

At Little Rock, he said, things happened suddenly — the use of the National Guard at Central High School in September 1957, the subsequent court decisions and then the closing of the public high schools.

"Folks here found closed schools an accomplished fact before they realized it," he said.

Lightsey arrived at Adams Field last night and will speak at 10 a. m. today to the Executive Board of the Women's Emergency Committee to Open Our Schools. The Board will meet at the home of Mrs. David D. Terry of 411 East Seventh Street.



WILLIAM M. LIGHTSEY

Problems More Difficult

Lightsey, the president of the 1,500-member Arlington Committee to Preserve Public Schools, said he realized Little Rock had problems in the racial dispute that were more difficult than those encountered at Arlington.

"They can't be more difficult than what Front Royal faces, however," he added.

(At Front Royal, Va., the public high school has been reopened on federal court order but it has been boycotted by white students. Only 21 Negroes are enrolled there.)

Lightsey said he planned to tell the Little Rock organization today about "the way in which Virginia moderate people have waked up to the threat to the public schools."

He said he would try to offer suggestions that the Women's Emergency Committee could incorporate in its program of public information on the school situation.

"I think we need to tell about the economic importance of education," he said. "Industry and big business are going to think twice before moving into an area — such as our cities in Virginia or Little Rock — where the people they would employ have no place to send their children to school."

He said that in Virginia most businessmen, except in Front Royal, seem to be supporting Governor J. Lindsay Almond "in his attempts to prevent continued closed schools."

Will the rest of Virginia keep its public school system regardless of integration?

"I don't know," he said. "Certainly there are some counties in southside Virginia where white people will not for a long time to come send their children to integrated schools."

Lightsey, who is on leave from his executive post in the United States Department of Agriculture, said he had spent his life in the South and had visited Little Rock several times. But he was reluctant to talk except in general terms about Little Rock's school integration problems.

"I don't think that I as an outsider should be commenting about it," he said.

ARK. DEMOCRAT - 2-25

Economics Played Part In Virginia Integration

The quietness of the integration situation in affected Virginia cities is due, according to one Virginia resident, "to the fact that the governor and members of the assembly there were made aware by businessmen of their fear concerning what economic effects would result from any hasty, ill considered action they might take."

The statement came from William M. Lightsey, Arlington, president of the Arlington Committee for Public Schools, who conferred today with the executive board of the Women's Emergency Committee to Open Our Schools in Little Rock.

Mr. Lightsey said that in Arlington, four Negro students are attending a formerly all-white junior high school under federal court order. Mr. Lightsey is on leave of absence from an executive position with the U. S. Department of Agriculture.

Mr. Lightsey said he came to Little Rock at the request of the Women's Emergency Committee "With the realization they are a group doing the same kind of thing we are doing in Virginia through our committees for public schools. We are all interested in one thing: meeting the school crisis with as little damage as possible to the public educational system of the states.

Mr. Lightsey said the press "in many areas of Virginia gave excellent co-operation." Through the press and public meetings, he added, the public was given information on "the inadequacy of hastily contrived, makeshift private educational plans existing in Charlottesville, front Royal and Norfolk."

Mrs. Joe Brewer, chairman of the women's group, said that Mr. Lightsey gave a history of the work of Virginia organizations "and pointed out some things which we might adapt to our situation here."

The meeting was in the home of Mrs. D. D. Terry, ~~a member~~ of the women's group.

WASH POST 2/26/59 (and other D.C. Papers)

Racial Help Credited to Merchants

LITTLE ROCK, Ark., Feb. 25 (AP)—A Virginian declared today that school desegregation in his State proceeded quietly because businessmen let the Governor and legislators know they feared adverse economic repercussions in case of drastic resistance.

William M. Lightsey of Arlington, Va., made the statement. He conferred with the executive board of the Women's Emergency Committee to Open Our Schools.

The women's group seeks reopening of Little Rock's four closed public high schools, even with some desegregation.

Lightsey, field secretary of the Virginia Committee for Public Schools, discussed the work of the Virginia organization and pointed out "some things we might adapt to our situation here," but a spokesman gave no details.

Lightsey said he visited Little Rock at the request of the women's group "with the realization they are doing the same kind of things we are doing in Virginia through our committees for public schools."

He said, "We are all interested in one thing—meeting the school crisis with as little damage as possible to the public educational system of the States."

Arkansas G

Registered U. S. Patent Office

VOL. 140—NO. 102. LITTLE ROCK, SUNDAY, MARCH 1, 1959.—

In the News

Lt. Donald Martin Sheely, 34, of Fairmont, Minn., the naval officer who led a boarding party onto a Russian fishing trawler Thursday to investigate the cutting of a transatlantic cable in the North Atlantic, said at Washington the cable "was most probably accidentally cut by them. That's my personal opinion."

Juan L. Chinana, 44, a Pueblo Indian, was sentenced at Albuquerque, N. M., to eight years in prison on a manslaughter conviction for killing Rafael Toya, 39, a fellow tribesman, because Toya said he would change to a snake and bite Chinana — a defense Federal Judge Carl Hatch disregarded with the comment that "regardless of their own beliefs and superstitions" Indians were citizens of the United States and obligated to abide by its laws.

Adrian la Brousse, 83, father of the Begum Aga Khan and a streetcar motorman before his daughter, a French beauty queen, married the late Aga Khan, has entered a race for councilman of Le Cannet, France, on the Riviera, and political observers gave him a good chance to win.

Mrs. Vittoria Alberghetti, who as a Roman Catholic, objected strongly to the scheduled wedding of her daughter, singer Anna Maria Alberghetti, 22, to composer-conductor Buddy Bregman, 28, because Bregman had been married previously, disclosed at Hollywood that she had relented, given the couple her blessing and would give a reception after the April 2 ceremony.

Mrs. Fred Myers, 15, won $10 a week in alimony in a divorce suit at Santa Monica, Cal., against her 24-year-old husband of a year on a judge's decision that she was "too young to work."

John Foster Dulles, secretary of State, is growing stronger under treatment for cancer and two specialists at Washington's Walter Reed Army Hospital are "gratified" by his progress, the State Department said.

Van Cliburn, 23, the renowed pianist from Kilgore, Tex., will have to give up playing for three months because of an operation on the infected middle finger of his right hand, doctors said at New York.

Gen. Ne Win, commander of Burma's armed forces, was elected prime minister by the Parliament at Rangoon.

Mason W. Gross, 47, a philosophy professor, former television personality (he verified answers on Herb Shriner's quiz pro-

Three on School Board Reject Defiance, Urge 'Controlled Integration'

Three members of the Little Rock School Board in a statement issued last night rejected any school opening plan that would constitute defiance of the courts and called for immediate work on a plan for controlled integration.

The legal situation is such that that is the only alternative to a state-wide abandonment of public schools, they said. The three are Everett Tucker Jr., vice president of the Board, and Ted Lamb and Russell H. Matson Jr.

A few hours earlier, Tucker, acting because he had not been able to get in touch with Board President Ed I. McKinley Jr., called a special Board mfeeting for 4 p. m. today to vote on the plan advanced by Traffic Judge Robert W. Laster, a Board member.

Tucker sent telegrams to all Board members at 3 p. m. yesterday at the request of Matson and Lamb. This is in accordance with Board procedure which says that a special meeting must be called when two members request it and that at least 24 hours notice must be given to each member.

They had asked McKinley by telegram sent Friday to call the meeting. They said they hadn't heard from McKinley and had not been able to get in touch with him.

They said they had to act "in response to false reports circulated in the legislature to the effect that the Laster plan might obtain majority support in the School Board and thereby be put into effect."

With Tucker, Lamb and Matson on record against it, the Laster plan would have no chance since four is a majority of the Board and there are only three other members.

A few hours after sending the telegrams, the three Board members issued a long statement beginning, "Now is the time to abandon false hopes and dreams that have been advanced by many and become aware of the facts confronting the Little Rock School Board."

It proceeded with a description of the legal situation which they said left Arkansas with a choice of non-segregated public

Board Packing To Meet Fight In Legislature

Pulaski County representatives are planning to fight the bill to let Governor Faubus add three members to the Little Rock School Board so he can control it.

One of their group, T. E. Tyler, introduced the bill (HB 546) at the request of Mr. Faubus and Ed I. McKinley Jr., School Board president.

At a caucus Friday afternoon other members of the Pulaski County delegation decided that this was just more interference in local school control than they could stand and they decided to try to defeat the bill. They declined to say what their strategy would be.

Representative J. H. Cottrell said that at least six of the eight Pulaski representatives would vote against the Tyler bill.

He also said that many members of the Pulaski delegation were approached last Wednesday by Claude Carpenter Jr. asking them to sign the bill with Tyler but that all those approached refused. Carpenter, now secretary to Congressman Dale Alford, is a former secretary to Governor Faubus.

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Gen. Ne Win, commander of Burma's armed forces, was elected prime minister by the Parliament at Rangoon.

Mason W. Gross, 47, a philosophy professor, former television personality (he verified answers on Herb Shriner's quiz program) and onetime crew coach was named at New Brunswick, N. J., as president of Rutgers University, succeeding Dr. Lewis Webster Jones, the former president of the University of Arkansas who left Rutgers to become president of the National Conference of Christians and Jews.

Actress Elizabeth Taylor plans to live at a nearby ranch while her recently divorced suitor, singer Eddie Fisher, appears at a Las Vegas night club in April.

Lord Altrincham, constant critic of Britain's monarchy, struck at the royal family again for its "upper-class" attitudes but reported in the latest issue of his London magazine that he was encouraged because people didn't get as angry at him as they used to.

Dave Perry, a high school senior at Salem, Ore., started a contest to name his two female white rats, offering as first prize two female white rats.

Prince Philip, flying his own plane from the British colony of Sarawak, arrived at Brunei Town, Borneo, and visited with Sultan Omar Ali Saifuddin, absolute ruler of 72,000 persons in the British protectorate.

President Eisenhower, in a letter to the Press Congress of the World which opens a three-day meeting at Columbia, Mo., Monday, paid tribute to the profession of journalism as "an essential element in our free society," adding: "Only when there is a strong free press, with an unfailing sense of responsibility, can truth flourish

Registered U. S. Patent O

VOL. 140—NO. 102. LITTLE ROCK, SUNDAY

Three on School Board Reject Defiance, Urge 'Controlled Integration'

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The legal situation is such that that is the only alternative to a state-wide abandonment of public schools, they said. The three are Everett Tucker Jr., vice president of the Board, and Ted Lamb and Russell H. Matson Jr.

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It proceeded with a description of the legal situation which they said left Arkansas with a choice of non-segregated public schools or no public schools at all.

In that case, they said, "Any course of action that calls for open defiance of a court order is unthinkable. To date, no one, including Governor Faubus, has followed this course, and we shall not do so. Therefore, we reject the proposed plan that contemplates such defiance.

"We must proceed immediately to formulate a definite plan of controlled integration to be used in the event Act No. 4 is declared unconstitutional and we are ordered to integrate immediately."

In this, the statement says, "we are not abandoning our traditions and principles but are taking the only practical course under the existing legal dilemma to preserve them to the fullest possible extent."

Without having such a plan ready, the three Board members say, they thing the School Board will soon be forced to open the schools with "uncontrolled integration with all of its adverse effects, economic and social."

Laster's Plan

Judge Laster's plan, to be voted on at the meeting today, is to petition Governor Faubus for return of the closed high schools, then open them as segregated schools in direct defiance of the federal court orders to force a "showdown" with the government.

Little Rock's four high schools have been closed by order of

(See SCHOOL on Page 2A.)

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He also said that many members of the Pulaski delegation were approached last Wednesday by Claude Carpenter Jr. asking them to sign the bill with Tyler but that all those approached refused. Carpenter, now secretary to Congressman Dale Alford, is a former secretary to Governor Faubus.

The bill was introduced Thursday, read twice and referred to Education A Committee headed by Representative John P. Bethell of Prairie County. The Committee returned it Friday morning with a "do pass" recommendation and the bill went on the calendar. From there it may be called up for a vote at any time.

Aimed at Deadlock

Neither Tyler nor Mr. Faubus have made any bones about the intent of the bill. As constituted since the December 6 election, the School Board has three pro-Faubus members headed by McKinley and three with other ideas about how to handle the school desegregation problem. The result is a situation in which the Board can't do anything, Tyler said.

Commenting on the Tyler bill, Mr. Faubus said the Board members ought to be elected and that he was reluctant to accept the power to appoint three of them. Nevertheless he approved of the bill.

House Bill 546 would require nine members of the Board any school district with 20,000 or more students. Little Rock is the only such district. If the Board of any such district has fewer than nine members, then the governor will fill the vacancies with appointments to serve until the next school election.

Help Wanted

Taipei, Feb. 28 (AP).—Nationalist China's armed forces radio wants a girl announcer. She'll have to be prepared for rugged offshore war life and must speak Mandarin, the official Chinese language. The right girl will be paid as much as $30 (United States) a month.

Berlin

(Continued from Page 1.)

pact is expected to be quickly arranged.

After review of the problem within the State and Defense departments it has also been decided, officials said, to continue

New Satellite Passes Near Little Rock

The Vanguard II "weather-eye" is making three to five passes daily south of Little Rock and is visible at dawn and dusk to observers with good telescopes or binoculars.

A table of the passes scheduled for today through Thursday was computed by the IBM Vanguard Computing Center at Washington, D. C.

The new satellite will move generally from west to east, making three passes today, four tomorrow, five Tuesday, three Wednesday and four Thursday.

Times for today's passes are 2:24 a. m., 4:42 and 6:58; tomorrow, 1:21 a. m., 3:41, 5:58 and 8:14; Tuesday, 12:17 a. m., 2:39, 4.57, 7:13 and 11:12; Wednesday, 1:36 a. m., 3:55 and 6:12; and Thursday, 12:32 a. m., 2:53, 5:11 and 7:28.

The path will be from 28 to 80 degrees above the horizon. The table does not indicate how far south of Little Rock the weather eye will pass.

Charge

(Continued from Page 1.)

number of teen-agers, were arrested after raids on an apartment at 1109 Appianway. Two of the men charged by Holt yesterday were residents at that address. They were Robert Charles Carloss, 33, and Jim W. Cannon, age unknown. The third man charged by Holt was Bertie Bennett, 29, of 5202 Woodland Street, North iLttle Rock. All are Negroes.

Holt placed them on the Little Rock Municipal Court docket on charges of possessing marijuana. He said he would not schedule hearings for them in Municipal Court but would file similar charges on them direct in Pulaski Circuit Court in a few days. They were being held without bond.

He said he planned to question additional witnesses in the next few days in continuance of the investigation. He would not say what witnesses he would question or whether they would include any of the teen-agers.

Several State Police, Little Rock and North Little Rock police officers conferred with Holt before and during the questioning session yesterday. Holt did not permit reporters to attend the taking of statements from the suspects.

He declined to reveal the names of the others who were questioned and a jailer at the County Jail refused to release their names. Holt said they were being held on open charges but were not held incommunicado. He said this meant friends and relatives could visit them. The names of the released teenagers have never been released either.

School

(Continued from Page 1.)

Governor Faubus since last September 15.

Statement of Three

The text of the statement by Matson, Lamb and Tucker follows:

Now is the time to abandon false hopes and dreams that have been advanced by many and become aware of the facts confronting the Little Rock School Board.

The legal situation is as follows:

1. A state public school system must be operated on a non-segregated basis—that is, on a basis whereby children are not segregated solely by reason of race or color. The term "state" includes the state and all political subdivisions, such as a local school district. And a state is operating a school system if it has any substantial connection from a management, supervisory, control, financial or other standpoint. Furthermore all grades (1 through 12) are covered—not just the High Schools.

2. A state is not required by the federal Constitution to operate a public school system. However, the federal court in Virginia has held that a state cannot operate public schools in some counties and close public schools in other counties. In so holding, the court declared unconstitutional a Virginia law similar to Act No. 4 of the 1958 Special Session of the Arkansas General Assembly. In other words, under the Virginia decision, a state must get entirely in (state-wide) or entirely out of public school operations. The Virginia act was also declared unconstitutional by the Virginia State Supreme Court. The high schools are closed under Act No. 4, and the constitutionality of this act is under attack in the United States District Court at Little Rock and in the Arkansas Supreme Court. If either court follows the Virginia decisions, and we would be naive and derelict in our duties if we did not prepare for such an eventuality, this Board, regardless of individual beliefs and principles, will be under a court order to open and operate the schools on a non-segregated basis. In that event, there would be no valid state law authorizing or permitting any other course. On the contrary, the state constitution and laws require the operation of a public school system. In the absence of a change in the Arkansas constitution, which could not occur before November 1960, this Board could not close or abandon the public schools, or any part thereof, under either federal or state law.

3. Therefore, the choice that will probably (certainly, in the opinion of most legal authorities) face this Board in the near future will be to open the schools with controlled integration, or, in the alternative, uncontrolled integration with all of its adverse effects, economic and social. Only by pursuing the course of controlled integration can we preserve in any degree the educational system and standards desired by the vast majority of the citizens. We have an opportunity to do this if we act now.

In the absence of an amendment to the United States Constitution or a reversal of the Supreme Court decision, neither of which is indicated in the near future, the ultimate choice of the citizens of Arkansas is whether they want non-segregated public scools or no public schools at all. There appears to be no other alternative. However, this choice cannot be made until at least November 1960. The choice that probably will confront this Board before next September will be controlled or uncontrolled integration.

In order that there be no misunderstanding as to our position, we propose:

1. Any course of action that calls for open defiance of a court order is unthinkable. To date, no one, including Governor Faubus, has followed this course, and we shall not do so. Therefore, we reject the proposed plan that contemplates such defiance.

2. We must proceed immediately to formulate a definite plan of controlled integration to be used in the event Act No. 4 is declared unconstitutional and we are ordered to integrate immediately. The plan should include all proper considerations such as boundary lines, full utilization of existing student placement laws (which have been approved by the United States Supreme Court), physical examinations, preservation of teachable groups, a student transfer policy, and all other proper elements. In this regard we emphasize that we are not abandoning our traditions and principles but are taking the only practical course under the existing legal dilemma to preserve them to the fullest possible extent.

3. We must renew our teachers contracts in order to keep a working staff intact.

4. We urge the other members of the Board to join us in these proposals, and we urge all citizens to give sober and conscientious consideration to them. If this is done we may be able to achieve a sensible solution without further damage to our state, to our city and, of utmost importance, to our children.

The people of Arkansas and Little Rock must now lay aside their fears and hates and all work together to make our communities decent places in which to live. Fanaticism does not have a place in our society when we have so much at stake.

War on Moles

Husum, Germany, Feb. 28 (AP). —Frisian Islanders plan war this spring against an invasion of moles whose tunnels threaten the dikes that guard the Islands from the North Sea. In sporadic campaigning so far, gas has proved the most effective weapon.

Tyler's Bill Derailed; Poll of Businessmen For School Opening

FRONT PAGE LEAD
GAZETTE 3/3/59

Minimum Plan Approved By 819-245 Vote

Members of the Little Rock Chamber of Commerce have endorsed by a vote of 819 to 245 the reopening of Little Rock high schools under "controlled minimum" integration, Chamber officials announced yesterday.

The Chamber's Board of Directors immediately called on the Arkansas Supreme Court to rule on constitutionality of Acts 4 and 5 of 1959. These laws were used by Governor Faubus to close the city's public high schools and by other state officials to withhold state funds from the Little Rock School District.

"We're trying to get something done so we can have public schools this fall," said E. Grainger Williams, the Chamber president.

Ballots of last week's Chamber poll on schools were counted yesterday at a meeting attended by 19 of the Chamber's 25 directors. At the same meeting, the call for a decision on cases testing Acts 4 and 5 unanimously was approved, Williams said.

The Response

Chamber members were polled last week on the school crisis, with 2,014 ballots mailed out under Williams' signature. A total of 1,147 were returned.

Questions asked, and the response reported, were:

"Do you favor Little Rock's continuing with closed public high schools?" Yes 230, No 632, no response 285.

"Do you now favor the reopening of the Little Rock public high school on a controlled minimum plan of integration acceptable to the federal courts?" Yes 819, No 245, no response 83.

Of those voting on the question, 76.9 per cent favored "controlled minimum" integration.

Williams said the return of more than 50 per cent of the ballots was exceptionally high for a mail poll.

House Passes, Senate Tables Board Packing

The bill to let Governor Faubus control the Little Rock School Board by appointing three new members to it was stopped in the Senate yesterday.

It slid through the House by a 71-to-23 vote over bitter opposition from most of the Pulaski County delegation and came up in the Senate a few minutes later.

The Senate refused to consider it and tabled the bill with a roaring voice vote. It would take the votes of 24 senators to revive it.

This leaves the next move up to Mr. Faubus and he had only a "no comment" after the action was over. This was the first legislature setback for the governor on a piece of his segregation legislation since September 1957.

Offered by Tyler

The School Board packing bill (HB546) was introduced by Representative T. S. Tyler of Pulaski County. The measure was designed to increase from six to nine the membership of school boards in districts with 20,000 or more pupils (Little Rock only).

Tyler said he introduced the bill at the behest of certain School Board members who wanted to break a three-three pro- and anti-Faubus deadlock on the Board.

The bill, Tyler said, was introduced with the approval of Governor Faubus. The governor subsequently exerted pressure on the legislature to pass the bill.

Fagan Says: 'Disgrace'

The telling opposition to the bill came when Senator Ellis M. Fagan of Little Rock roared his disapproval.

"This bill seeks to take away from the people the right to elect our School Board," Fagan charged. "I think it is a disgrace. It is the lowest thing that ever has happened to me to have to stand here to defend the rights of a quarter of a million people

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Of those voting on the question, 76.9 per cent favored "controlled minimum" integration.

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'Time Running Out'

The resolution on Acts 4 and 5 adopted by the Board declares that "time is running out for executing teachers' contracts in the Little Rock School District for the next school year."

It adds that "the financial resources of the Little Rock School District are rapidly being exhausted without a reasonable prospect of recovery unless and until the legality of the school closing laws is determined."

The Chamber then "respectfully urges" the Supreme Court to render its decision on two test cases now before it.

Williams pointed out that no specific decision was requested. The Chamber isn't trying to tell the Court what to decide — it simply asks that the decision be made, the Chamber president said.

Acts 4 and 5 were passed by last summer's special session of the legislature.

The federal courts have ordered the high schools integrated under a plan presented by the Little Rock School Board. The result is a stalemate under which the School Board apparently would be violating state law if it opened the high schools integrated and flouting a federal court order if it opened them segregated.

Hits at HB 546

The Chamber also struck out at House Bill 546, which would permit Governor Faubus to name three additional members to the deadlocked Little Rock School Board. It unanimously adopted a resolution which reads in part:

The selection of school Board members "is a local responsibility and should be assumed by the electorate in the local school district rather than * * * by any public official."

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The telling opposition to the bill came when Senator Ellis M. Fagan of Little Rock roared his disapproval.

"This bill seeks to take away from the people the right to elect our School Board," Fagan charged. "I think it is a disgrace. It is the lowest thing that ever has happened to me to have to stand here to defend the rights of a quarter of a million people who elect the School Board of this city.

"I am ashamed of it," Fagan continued. "* * * If you vote to give him the authority to select our directors, then will you vote to let him select yours?"

Fagan spoke so strongly against the bill that he offered to resign if the bill passed.

"Never in my 26 years in the legislature," he concluded, "have I put a bill on a personal basis, but this bill is a personal affront to the three senators from this district. I don't believe you senators want to slap us in the face. * * * If you did this, I would resign today because we would no longer represent our people."

Windsor: 'Monstrous'

In the House the bill came under blistering attack, especially from Representative Gayle Windsor of Pulaski County.

Windsor termed it "a monstrous piece of legislation." He said that since it was a local bill it was placing the legislators in the position of "intruders" into Little Rock.

"This is an onslaught against the Little Rock School District," he charged in an emotion-packed tone. "Leave our local problems to us."

Windsor bitterly said that the bill resembled the tactics of the guerrilla fighter Quantrill to the generalship of Robert E. Lee.

Others Fight It

Windsor wasn't alone in standing up against the bill. This in itself was a rare scene in the House when a bill openly backed by the governor was under consideration.

"This is an absolutely ridiculous power the governor is asking," charged Representative Sterling R. Cockrill Jr. of Pulaski County. "It makes as much sense for the governor to make appointments on the School Board as to appoint new senators and representatives to break a deadlock on an appropriation bill."

Virginia Committee for Public Schools

ROOM 3, BROAD-GRACE ARCADE
Richmond 19, Virginia

TELEPHONE MILTON 9-0559

ADVISORY BOARD
Mr. Wilson M. Brown
Richmond
Mrs. J. L. Blair Buck
Richmond
Mrs. Margaret Denny Dixon
Richmond
Mrs. Douglas S. Freeman
Richmond
Rabbi Ariel Goldburg, D.D.
Richmond
Mr. Newman Hamblet
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Most Rev. Joseph H. Hodges, D.D.
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Waynesboro
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Richmond
Mr. Louis Rader
Waynesboro
Mr. Knox Turnbull
Charlottesville

ACTING EXECUTIVE SECRETARY
J. L. Blair Buck
Richmond

March 4, 1959

Mr. Harold C. Fleming,
Executive Director
Southern Regional Council, Inc.
Room 432, 63 Auburn Ave., N. E.
Atlanta 3, Georgia

Dear Mr. Fleming:

This concerns my visit to your office in Atlanta which we discussed by telephone this morning.

I have checked transportation and find excellent schedules via Seaboard Railroad. Leave here Tuesday evening at 7:07 p.m., arriving Atlanta 7:55 a.m. Wednesday morning, March 11. Leave Atlanta 6:30 p.m. Wednesday, arriving here at 7:00 a.m. next morning. This will mean minimum loss of time here and permit catching up with some paper work enroute.

I will be at your office at 9:30 a.m. and will plan for my time to be at your disposal for such time as you can spare until my train leaves at 6:30 p.m.

I had a successful meeting in Lynchburg last evening with a group of 30 influential and representative community leaders. They elected an organizing committee and should be ready to announce the formal organization of a Lynchburg Committee for Public Schools within two weeks. This followed a meeting last Sunday in Alexandria where I addressed a group of about 400. They elected officers, adopted bylaws and formally organized. Dr. Buck and I talked with a similar group in Newport News last Thursday night, attended by ~~22x5~~ 225 people. As you can see, the fields here are white. (Pun not intended).

Sincerely,

William M. Lightsey

William M. Lightsey
Executive Secretary

P.S. If I dont get a LITTLE ROCK report to you earlier, I will bring it with me.

STEERING COMMITTEE: H. W. Tullock, *Waynesboro;* Mrs. Vernon Weihe, *Arlington;* Roy Sloop, *Newport News;* James C. Brewer, *Norfolk;* W. B. Shepheard, *Norfolk;* James R. Sydnor, *Richmond;* J. A. Rolston, *Charlottesville;* John Fitzgerald, *Front Royal;* J. L. Blair Buck, *Richmond.*

AFFILIATED COMMITTEES: Alexandria, Arlington, Blacksburg, Charlottesville, Fairfax, Front Royal, Newport News, Norfolk, Richmond.

March 5, 1959

Mrs. Joe R. Brewer, Chairman
Box #122 Pulaski Heights Station
Little Rock, Arkansas

Dear Mrs. Brewer:

Your letter of March 3 which reached me this morning pushed me into no longer delaying the expression of my deep appreciation to you and the members of your Executive Board. Your friendly hospitality and attention during my stay in Little Rock was much appreciated. Also, I picked up many good ideas which I am using effectively here.

I am enclosing a copy of the letter I sent to Dr. Glenn Stahl today, sending along your letter to the Civil Service Commission. I had an opportunity to discuss this matter with Glenn last Sunday night. He was certain that, as I told you I believed, the Hatch Act contains no restrictions against your Committee and its activities. You should have an official reply from the Commission within a week.

Also last Sunday night I asked one of my Arlington friends with the Bureau of Internal Revenue to investigate the possibilities of Committees such as yours and our obtaining a classification as groups to which contributions may be made and deducted for income tax purposes. He was not very hopeful on this, saying that he understood the National PTA Congress had worked for years before finally obtaining such classification.

Let me see if I can explain the relationship of our local Committees to the Virginia Committee for Public Schools. We have membership in the Virginia Committee of two kinds. First, membership cards are sent out by the State Office to people all over the State, by every means available, except that when a local group has become organized, we do not continue to solicit membership in that community, but

let the local group do that. As we receive membership cards for the Virginia Committee we add their names to our membership lists, if they are not in a community which has an organized group. If cards come in from people in a community with an organized group, we send the cards to the local Committee and advise the member we have done so.

The second kind of membership we have is the membership of those who become members of local groups directly. The local groups either vote their approval of the Virginia Committee by-laws and pass a resolution affiliating with the Virginia Committee or they include in their bylaws the fact that they are an affiliate of the Virginia Committee.

We maintain close liason with the local Committees by asking each to name a member to serve on our State Executive Board. We do not try to control the statements made publicly by local groups, but express the hope that their public positions will not be inconsistent with that of the Virginia Committee.

One or two of the local groups have used the Virginia Committee membership card, having them turned in to the local group; however most local committees print a card of their own.

With the affiliated arrangement we have, we count our Virginia Committee membership as including the membership of all the locals. I hope the above clarifies the points about which you were in doubt. Please feel perfectly free to write me if there are further questions about this or other phases of our work.

A friend of mine with the U. S. Office of Education is checking into the foundations or funds that we might approach. As soon as I get this information from him I will let you know - but it may be a week or 10 days.

Just a few words about developments here. We participated in a public meeting in Newport News last Thursday night, attended by over 200. They authorized a steering committee to take steps to multiply their membership and arrange for formal organization. Sunday afternoon the Alexandria group held a public meeting attended by about 400 and formally organized and elected officers. This past Tuerday night I met with a group of about 30 people, a good cross-section of the community leaders, in Lynchburg. They elected an organizing Committee and will probably formally organize by the end of next week. I am now arranging to meet with a small group in Roanoke this coming Monday night.

The Governor's Special Commission on Public Schools is holding a Public Hearing here tomorrow and Saturday. I am enclosing a copy of the statement Dr. J. L. Blair Buck, our President, is making before the Commission tomorrow morning.

I am sure you must be acquainted with Mrs. Colbert S. Cartwright. I understand she is the wife of the minister of the Pulaski Heights Christian Church. Please tell her that her

mother, Mrs. Quarles was one of those present at our Lynchburg meeting last Tuesday night. I have known Mrs. Quarles for the past several years, through the work we have been doing in the Board of Managers of the Virginia Congress of Parents and Teachers.

Thank you for the very nice things you have said about me.

Sincerely,

William M. Lightsey
Exedutive Secretary

cc: Mr. Fleming
WML/ssh

William M. Lightsey

MEMORANDUM March 10, 1959

To: Mr. Harold C. Fleming
Executive Secretary
Southern Regional Council

From: William M. Lightsey
231 N. Evergreen Street
Arlington, Virginia

Re: REPORT OF TRIP TO LITTLE ROCK
FEBRUARY 25, 1959

I. EVALUATION AND HIGHLIGHT IMPRESSIONS -- Before giving a detailed chronological report of my visit, I list the following major impressions which I feel are pertinent to an evaluation of the visit:

A. The conference on my arrival, with Mrs. Brewer, the President, and three other members of the Women's Emergency Committee to Open Our Schools was most helpful. In fact, it was necessary in order to insure that I knew just what they wished me to talk about at the meetings, and what help they expected to obtain from me. It also enabled me to become acquainted with the current climate of public opinion in Little Rock and with the history and plans of the Committee.

B. The opportunity to review the current newspapers and some pamphlets issued by the Chamber of Commerce gave me a means of opening my remarks at the meetings with local quotations concerning the importance of public education which I felt was quite effective.

C. My account of how the Norfolk Committee for Public Schools went about obtaining the signatures of 100 prominent businessmen for a full-page advertisement urging the re-opening of the schools as an economic necessity was received with high interest. Both the members of the Committee and the business and professional men who met with us at lunch appeared anxious to do the same thing in Little Rock in the near future.

D. The Little Rock Committee realizes that it needs to expand in two ways. First, it needs to bring

men into its organized effort, to make the Committee as broadly representative of the whole community as possible. Second, there is a need to expand its activities and build interest throughout the State - for, like Virginia, the most important factor is the influence that the Committee can bring to bear on the members of the State Legislature and the other political leaders of the State. The full discussion we had of how the Virginia Committee was accomplishing this expansion should be helpful.

E. I found much evidence that business interests and the "moderate-thinking" parents are at the point of realization that something must be done to open the schools; for example:

1. I telephoned or visited six (6) families living in Little Rock whom I have known for a number of years. In each conversation, on their initiative, they said in one way or another that they were ready to try to get something done. They have come to the realization that "Faubusism" can only result in keeping their schools closed next September and even in September 1960, 1961, etc.

2. The Chamber of Commerce Board of Directors announced a poll of its members to determine whether they favored re-opening the closed Little Rock schools. The President of the Chamber of Commerce told about this at our luncheon meeting Wednesday. It was a front-page story in the Democrat that afternoon. The questionnaire went to some 2,000 Chamber members. The results. Of 1,147 replies received, 819 voted for re-opening the schools, 245 against, and 83 not answering the question. (Newspaper clippings attached.) Note: Not one word of this result was carried in either Virginia or D. C. newspapers or on radio or TV!

II. CHRONOLOGICAL REPORT OF VISIT

A. Arrival and Press Interview. -- On arrival by plane at 7:45 p.m., Tuesday, I was met by Mrs. Brewer and two other members of the Executive Board of the Women's Emergency Committee to Open Our Schools. A reporter and photographer from the Arkansas Gazette were present and asked for an interview. Mrs. Brewer indicated they would like to have

the publicity. I agreed to the interview with the agreement that I would answer questions put by the reporter in the ladies' presence and they would censor my replies if they saw fit to do so. My comments seemed to be acceptable to them. (See clipping from February 25th Gazette, attached.)

B. Briefing Preliminary to Wednesday Meetings. -- On leaving the airport, we went to the home of Mr. and Mrs. David D. Terry. From 8:30 until about 10:30, we discussed the Little Rock situation and our two meetings scheduled for the next day. This was extremely helpful to me. It enabled me to learn what the work of the Committee had been, what they wanted me to talk about the next day, and what they considered the future course of their activities to be. I also gained an insight into the political situation and the current climate of local public opinion. I obtained copies of the leaflets and other material they had been mailing to a very large mailing list.

C. Preparation of Talks at Wednesday Meetings. -- Early Wednesday, before the 10:00 a.m. meeting with the Executive Board of the Women's Committee, I outlined my talk to them. I planned a forty-five (45) minute talk, leaving an equal amount of time for questions. The notes taken the evening before served as the basis of an outline for a talk designed to give the information the group seemed to want and to answer the questions they had raised.

I carefully reviewed the Tuesday evening Democrat and the morning Gazette. I also read through the Hotel Greeters booklet on Little Rock which I found in my hotel room and some Chamber of Commerce material I picked up in the lobby. I found a number of items that furnished a good opening for my talk.

The Hotel Greeters' booklet included a spread about Little Rock's fine high schools - its 1957 enrollment and Central High's rank in the top 38 high schools by the National Merit Scholarship Corporation. I found an editorial in the Democrat on "Our Population Loss and Taxes," where the editor stated that the greatest asset in the years ahead is the young people of the State with their "quickness to learn new things." I found a story in the Democrat about how Murfreesboro and DeQueen were doing things to attract business and industry and stop the population decline. The article said that these communities first took steps to make themselves more attractive to outside business, including "improvement of public school facilities" and "better schools." I found a "Letter to the Editor" in the Gazette which closed

with this statment:

> But unless school people and civic leaders in Little Rock and elsewhere in the South speak up in a hurry in the interests of free public education, while they still have a chance, their's may ultimately be the most shameful and most destructive silence in the history of Western Civilization.

These items from local sources provided an opening for my talk which I felt was quite effective -- particularly in helping to remove any hostility caused by the thought that I was a "foreign expert."

D. Talk and Discussion with Executive Board. -- Wednesday at 10:00 a.m., I talked with the Executive Board of the WECOOS. About 10 ladies were present. After being introduced by Mrs. Brewer, I talked about forty-five minutes. The outline (with comments) of my talk follows:

1. Opening Comments

(a) Our Virginia committees and your Committee have common purposes - meeting present crisis with least possible damage to public education, awakening community to what they would lose.

(b) Hope you can benefit from Virginia experiences, as I know we can benefit from yours.

(c) You have been a voice in the wilderness - filling a frightful void - courageous in a "police state" atmosphere.

(d) My comments and comparisons may imply attitude of a critic on my part. Not so - have reviewed your releases and found many good ideas we in Virginia need and can use.

2. Little Rock Situation

(a) My briefing last night - review of your releases - good! One critical suggestion, don't use approach that Little Rock is a "shame and disgrace" to country -- this creates antagonism, regardless of how well deserved.

(b) Necessity for public schools evident below surface -- Hotel Greeters booklet -

newspaper article - editorial - letter to editor. (Note: These discussed in paragraph C, above.)

3. History of Virginia State and Local Committees

(a) Arlington First - Last April - some basic decisions made early that have proved so important:

1a. Adopted a single purpose - "Preservation of public schools" that could attract maximum community support.

2a. Emphasized, again and again, not promoting integration or perpetuating segregation.

3a. Before publicly announcing plans to form Committee, had obtained support of community leaders from business, professional groups, PTA, all religions, conservative and liberal.

4a. Kept ultra-liberal in background or balanced with conservative or "middle-of-the-road."

(b) September - Charlottesville, Front Royal, Norfolk School opening delayed - some leaders called on Arlington for advice -- but formed local group to fit local need.

(c) Front Royal's Mistake - Moved out publicly before quietly gaining support of recognized community leaders - those leaders bewildered and left vacuum - into which local labor union leaders stepped in - on behalf of closed public schools.

(d) Norfolk's Mistake - Named Unitarian minister as head of local committee. He was known to be ultra-liberal and integration proponent - As result, could not get membership they should have. They have 8,000, could have had 20,000.

(e) Virginia State Committee - November, exchange of views and experiences of four local groups already formed. Realization that fight would move from local to state level. Steering Committee for state made up of local representatives. State Committee assistance in 10 other

areas and plans for 20 more areas. Coordination and liaison between state and locals.

(f) Present effect on Governor and General Assembly

Approach to business and industrial leadership and their representations to political leaders - state-wide publicity of economic effects of closed schools -- making people of State face up to fact that choice is between (1) public schools with some integration or (2) no state system of public schools -- and what we lose if we sacrifice public education.

4. Little Rock Problems and Suggested Solutions

(a) How to get business and professional people interested. Cite Norfolk ad signed by 100 businessmen; approached individually and told their names to be used only after 100 had been obtained and they given chance to withdraw. Use same approach in getting an advisory board of businessmen -- if they won't stand publicly, ask for financial contribution -- approach them personally and individually -- also exert every effort to talk at their meetings.

(b) How to raise money. Solicit your membership again and again. Ask business to contribute. Ads for members with voluntary contributions. National funds and foundations of which you will not be ashamed.

(c) How to get men to help. Consider formation of a new movement, submerging present Committee in it - lateral, affiliated group composed of men -- Men's Auxiliary -- you know best what will work here.

(d) How to get publicity. Am leaving list of publicity techniques. Get one or more trained publicity people working for you on either salary or volunteer basis.

During the question and answer period which followed the talk outlined above, the questions were almost entirely those asking for more detail concerning Virginia experiences.

~~(e) Luncheon With Male Community Leaders and Executive Board of Committee.~~

5. Luncheon With Male Community Leaders and Executive Board of Committee

From noon until about 2:30 p.m., the Executive Board members were joined at luncheon by about 10 men from among the business and professional leadership in Little Rock. These included the President of the Chamber of Commerce, three members (sympathetic) of the school board, and two leaders of the Little Rock Bar Association. The luncheon was unpublicized. I understand this is the first time that the Women's Committee has met with any of the Little Rock businessmen.

The discussion at the luncheon was devoted mainly to my repetition of my earlier comments which the ladies thought would be of the most interest to the men - and to answering the questions they raised.

The men were particularly interested in the Norfolk newspaper ad by 100 businessmen and in the reports that leading industrialists and businessmen in Virginia had called on Governor Almond and told him that Virginia could not afford closed public schools.

The President of the Chamber of Commerce told about the questionnaire that was being mailed out to the Chamber membership (see news clippings attached). The attitude of all the men present was one of realization that they and the people in general must begin to speak up now if the schools were to be re-opened in September.

6. Departure

Mrs. Brewer and Mrs. Samuels graciously met me at my hotel and took me to the airport. I asked them to send you a confidential report, in detail, evaluating my visit to Little Rock.

I left Little Rock at 4:40 p.m, returning via Washington, D. C., and arrived in Richmond at at 8:45 a.m., Thursday, February 26.

- : -

William M. Lightfoot

Richmond, Virginia
March 10, 1959

To: Mr. Harold C. Fleming, Executive Director
Southern Regional Council, Inc.

From: William M. Lightsey, 231 North Evergreen St., Arlington 3, Va.

Subject: Statement of Expenses for Little Rock Trip - February 25, 1959

Left Richmond, Virginia 12:45 p.m., February 24, 1959
Ar. Little Rock, Arkansas, 7:45 p.m., " " "
Left " " " 4:40 p.m., " 25, "
Arrived Richmond, Virginia 8:45 a.m. " 26, "

One and one-half days lost from Richmond office.

Expenses Incurred and Paid by me:

Round-trip Plane Ticket - Richmond-Little Rock - - - (Including $14.00 Federal tax)	$ 154.00
Limousine to airport in Richmond - - - - - - - - - - -	1.30
Hotel bill in Little Rock- - - - - - - - - - - - - - -	7.73
Breakfast in Little Rock - 25th- - - - - - - - - - -	1.25
Limousine from airport in Richmond - - - - - - - - - -	1.30
Tips - to hotel bellboy, waitress, and limousine - -	1.55
Total Expenses- - - - - - - - - - - - - - - - - - - -	$ 166.25

(Receipts for plane ticket and hotel bill attached.) 150.00
+ Honorarium
516.25

William M. Lightsey
231 North Evergreen Street
Arlington 3, Virginia

MEMORANDUM March 10, 1959

To: Mr. Harold C. Fleming
Executive Secretary
Southern Regional Council

From: William M. Lightsey
231 N. Evergreen Street
Arlington, Virginia

Re: REPORT OF TRIP TO LITTLE ROCK
FEBRUARY 25, 1959

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A. The conference on my arrival, with Mrs. Brewer, the President, and three other members of the Women's Emergency Committee to Open Our Schools was most helpful. In fact, it was necessary in order to insure that I knew just what they wished me to talk about at the meetings, and what help they expected to obtain from me. It also enabled me to become acquainted with the current climate of public opinion in Little Rock and with the history and plans of the Committee.

B. The opportunity to review the current newspapers and some pamphlets issued by the Chamber of Commerce gave me a means of opening my remarks at the meetings with local quotations concerning the importance of public education which I felt was quite effective.

C. My account of how the Norfolk Committee for Public Schools went about obtaining the signatures of 100 prominent businessmen for a full-page advertisement urging the re-opening of the schools as an economic necessity was received with high interest. Both the members of the Committee and the business and professional men who met with us at lunch appeared anxious to do the same thing in Little Rock in the near future.

D. The Little Rock Committee realizes that it needs to expand in two ways. First, it needs to bring

men into its organized effort, to make the Committee as broadly representative of the whole community as possible. Second, there is a need to expand its activities and build interest throughout the State - for, like Virginia, the most important factor is the influence that the Committee can bring to bear on the members of the State Legislature and the other political leaders of the State. The full discussion we had of how the Virginia Committee was accomplishing this expansion should be helpful.

E. I found much evidence that business interests and the "moderate-thinking" parents are at the point of realization that something must be done to open the schools; for example:

1. I telephoned or visited six (6) families living in Little Rock whom I have known for a number of years. In each conversation, on their initiative, they said in one way or another that they were ready to try to get something done. They have come to the realization that "Faubusism" can only result in keeping their schools closed next September and even in September 1960, 1961, etc.

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A. Arrival and Press Interview. -- On arrival by plane at 7:45 p.m., Tuesday, I was met by Mrs. Brewer and two other members of the Executive Board of the Women's Emergency Committee to Open Our Schools. A reporter and photographer from the Arkansas Gazette were present and asked for an interview. Mrs. Brewer indicated they would like to have

the publicity. I agreed to the interview with the agreement that I would answer questions put by the reporter in the ladies' presence and they would censor my replies if they saw fit to do so. My comments seemed to be acceptable to them. (See clipping from February 25th Gazette, attached.)

B. Briefing Preliminary to Wednesday Meetings. -- On leaving the airport, we went to the home of Mr. and Mrs. David D. Terry. From 8:30 until about 10:30, we discussed the Little Rock situation and our two meetings scheduled for the next day. This was extremely helpful to me. It enabled me to learn what the work of the Committee had been, what they wanted me to talk about the next day, and what they considered the future course of their activities to be. I also gained an insight into the political situation and the current climate of local public opinion. I obtained copies of the leaflets and other material they had been mailing to a very large mailing list.

C. Preparation of Talks at Wednesday Meetings. -- Early Wednesday, before the 10:00 a.m. meeting with the Executive Board of the Women's Committee, I outlined my talk to them. I planned a forty-five (45) minute talk, leaving an equal amount of time for questions. The notes taken the evening before served as the basis of an outline for a talk designed to give the information the group seemed to want and to answer the questions they had raised.

I carefully reviewed the Tuesday evening Democrat and the morning Gazette. I also read through the Hotel Greeters booklet on Little Rock which I found in my hotel room and some Chamber of Commerce material I picked up in the lobby. I found a number of items that furnished a good opening for my talk.

The Hotel Greeters' booklet included a spread about Little Rock's fine high schools - its 1957 enrollment and Central High's rank in the top 38 high schools by the National Merit Scholarship Corporation. I found an editorial in the Democrat on "Our Population Loss and Taxes," where the editor stated that the greatest asset in the years ahead is the young people of the State with their "quickness to learn new things." I found a story in the Democrat about how Murfreesboro and DeQueen were doing things to attract business and industry and stop the population decline. The article said that these communities first took steps to make themselves more attractive to outside business, including "improvement of public school facilities" and "better schools." I found a "Letter to the Editor" in the Gazette which closed

with this statment:

> But unless school people and civic leaders in Little Rock and elsewhere in the South speak up in a hurry in the interests of free public education, while they still have a chance, their's may ultimately be the most shameful and most destructive silence in the history of Western Civilization.

These items from local sources provided an opening for my talk which I felt was quite effective -- particularly in helping to remove any hostility caused by the thought that I was a "foreign expert."

D. Talk and Discussion with Executive Board. -- Wednesday at 10:00 a.m., I talked with the Executive Board of the WECOOS. About 10 ladies were present. After being introduced by Mrs. Brever, I talked about forty-five minutes. The outline (with comments) of my talk follows:

1. Opening Comments

(a) Our Virginia committees and your Committee have common purposes - meeting present crisis with least possible damage to public education, awakening community to what they would lose.

(b) Hope you can benefit from Virginia experiences, as I know we can benefit from yours.

(c) You have been a voice in the wilderness - filling a frightful void - courageous in a "police state" atmosphere.

(d) My comments and comparisons may imply attitude of a critic on my part. Not so - have reviewed your releases and found many good ideas we in Virginia need and can use.

2. Little Rock Situation

(a) My briefing last night - review of your releases - good! One critical suggestion, don't use approach that Little Rock is a "shame and disgrace" to country -- this creates antagonism, regardless of how well deserved.

(b) Necessity for public schools evident below surface -- Hotel Greeters booklet -

newspaper article - editorial - letter to editor. (Note: These discussed in paragraph C, above.)

3. History of Virginia State and Local Committees

(a) Arlington First - Last April - some basic decisions made early that have proved so important:

1a. Adopted a single purpose - "Preservation of public schools" that could attract maximum community support.

2a. Emphasized, again and again, not promoting intsgration or perpetrating segregation.

3a. Before publicly announcing plans to form Committee, had obtained support of community leaders from business, professional groups, PTA, all religions, conservative and liberal.

4a. Kept ultra-liberal in background or balanced with conservative or "middle-of-the-road."

(b) September - Charlottesville, Front Royal, Norfolk School opening delayed - some leaders called on Arlington for advice -- but formed local group to fit local need.

(c) Front Royal's Mistake - Moved out publicly before quietly gaining support of recognized community leaders - those leaders bewildered and left vacuum - into which local labor union
1 leaders stepped in - on behalf of closed public schools.

(d) Norfolk's Mistake - Named Unitarian minister as head of local committee. He was known to be ultra-liberal and integration proponent - As result, could not get membership they should have. They have 8,000, could have had 20,000.

(e) Virginia State Committee - November, exchange of views and experiences of four local groups already formed. Realization that fight would move from local to state level. Steering Committee for state made up of local representatives. State Committee assistance in 10 other

areas and plans for 20 more areas. Coordination and liaison between state and locals.

(f) Present effect on Governor and General Assembly

Approach to business and industrial leadership and their representations to political leaders - state-wide publicity of economic effects of closed schools -- making people of State face up to fact that choice is between (1) public schools with some integration or (2) no state system of public schools -- and what we lose if we sacrifice public education.

4. Little Rock Problems and Suggested Solutions

(a) How to get business and professional people interested. Cite Norfolk ad signed by 100 businessmen; approached individually and told their names to be used only after 100 had been obtained and they given chance to withdraw. Use same approach in getting an advisory board of businessmen -- if they won't stand publicly, ask for financial contribution -- approach them personally and individually -- also exert every effort to talk at their meetings.

(b) How to raise money. Solicit your membership again and again. Ask business to contribute. Ads for members with voluntary contributions. National funds and foundations of which you will not be ashamed.

(c) How to get men to help. Consider formation of a new movement, submerging present Committee in it - lateral, affiliated group composed of men -- Men's Auxiliary -- you know best what will work here.

(d) How to get publicity. Am leaving list of publicity techniques. Get one or more trained publicity people working for you on either salary or volunteer basis.

During the question and answer period which followed the talk outlined above, the questions were almost entirely those asking for more detail concerning Virginia experiences.

(e) Luncheon With Male Community Leaders and Executive Board of Committee.

5. Luncheon With Male Community Leaders and Executive Board of Committee

From noon until about 2:30 p.m., the Executive Board members were joined at luncheon by about 10 men from among the business and professional leadership in Little Rock. These included the President of the Chamber of Commerce, three members (sympathetic) of the school board, and two leaders of the Little Rock Bar Association. The luncheon was unpublicized. I understand this is the first time that the Women's Committee has met with any of the Little Rock businessmen.

The discussion at the luncheon was devoted mainly to my repetition of my earlier comments which the ladies thought would be of the most interest to the men - and to answering the questions they raised.

The men were particularly interested in the Norfolk newspaper ad by 100 businessmen and in the reports that leading industrialists and businessmen in Virginia had called on Governor Almond and told him that Virginia could not afford closed public schools.

The President of the Chamber of Commerce told about the questionnaire that was being mailed out to the Chamber membership (see news clippings attached). The attitude of all the men present was one of realization that they and the people in general must begin to speak up now if the schools were to be re-opened in September.

6. Departure

Mrs. Brewer and Mrs. Samuels graciously met me at my hotel and took me to the airport. I asked them to send you a confidential report, in detail, evaluating my visit to Little Rock.

I left Little Rock at 4:40 p.m., returning via Washington, D. C., and arrived in Richmond at at 8:45 a.m., Thursday, February 26.

Virginia Committee for Public Schools

ROOM 3, BROAD-GRACE ARCADE
Richmond 19, Virginia

TELEPHONE MILTON 9-0559

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Mrs. J. L. Blair Buck
Richmond
Mrs. Margaret Denny Dixon
Richmond
Mrs. Douglas S. Freeman
Richmond
Rabbi Ariel Goldburg, D.D.
Richmond
Mr. Newman Hamblet
Richmond
Mr. John L. Hammond
Charlottesville
Most Rev. Joseph H. Hodges, D.D.
Richmond
Mr. Albert G. Hofheimer
Norfolk
Mr. Edwin T. Holland
Arlington
Miss Pela Plummer Hundley
Newport News
Rt. Rev. W. H. Marmion, D.D.
Roanoke, Va.
Dr. Peter Mellette
Richmond
Mr. Benjamin Muse
Manassas
Dr. William F. Quillian, Jr.
Lynchburg
Mr. Leroy Spigal
Newport News
Mr. Louis Spilman
Waynesboro
Mr. Beecher E. Stallard
Richmond
Dr. Louis Rader
Waynesboro
Mr. Knox Turnbull
Charlottesville

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Mr. Edmund Campbell
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Vice-President
Col. Francis Pickens Miller
Vice-President
Dr. James R. Sydnor
Treasurer
Mr. O. Eugene Pickett
Recording Secretary
Mr. William M. Lightsey
Executive Secretary

March 18, 1959

Mr. Harold C. Fleming,
Executive Director
Southern Regional Council, Inc.
Room 432, 63 Auburn Ave., N. E.
Atlanta 3, Georgia

Dear Harold:

I received your note today regarding your cancelled trip to New York.

I am meeting Benjamin Muse in Arlington this evening at his request. Paul Rilling relayed your message immediately after I had talked with Mr. Muse by telephone. I will have your message in mind when I talk with him this evening.

I expect to write you of my decision not later than this weekend. It is not an easy one to make. At the moment, I am more strongly inclined to acceptance than rejection.

Sincerely,

William M. Lightsey

William M. Lightsey
Executive Secretary

WML/ssh

STEERING COMMITTEE: H. W. Tulloch, *Waynesboro;* Mrs. Vernon Weihe, *Arlington;* Roy Sloop, *Newport News;* James C. Brewer, *Norfolk;* W. B. Shepheard, *Norfolk;* James R. Sydnor, *Richmond;* J. A. Rolston, *Charlottesville;* John Fitzgerald, *Front Royal;* J. L. Blair Buck, *Richmond.*

LOCAL COMMITTEES: Alexandria, Arlington, Blacksburg, Charlottesville, Fairfax-Falls Church, Norfolk, Peninsula, Richmond, Warren County.

VIA AIR MAIL March 16, 1959

Mr. William M. Lightsey
Executive Secretary
Virginia Committee for Public Schools
Room 3, Broad-Grace Arcade
Richmond 19, Virginia

Dear Bill:

Since I talked with you Thursday, some complications here at home have made it necessary for me to cancel my trip to New York. So when you reach a decision, let me hear from you here.

All the best.

Sincerely,

Harold C. Fleming
Executive Director

HCF/mf

MF → Set up file

March 6, 1959

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CLASS OF SERVICE

This is a fast message unless its deferred character is indicated by the proper symbol.

WESTERN UNION TELEGRAM

W. P. MARSHALL, PRESIDENT

1201

SYMBOLS

DL = Day Letter

NL = Night Letter

LT = International Letter Telegram

The filing time shown in the date line on domestic telegrams is STANDARD TIME at point of origin. Time of receipt is STANDARD TIME at point of destination

AA11 RB005

1959 MAR 24 AM 9 26 (59).

R LLC173 PD=RICHMOND VIR 24 849AME=

HAROLD C FLEMING,EXEC DIRECTOR SOUTHERN REGIONAL COUNCIL

INC= ROOM 432 63 AUBURN AVE NORTHEAST ATLA=

MAILING LETTER TODAY REGARDING REASONS CANNOT ACCEPT

YOUR OFFER NOW=

WILLIAM M LIGHTSEY=

THE COMPANY WILL APPRECIATE SUGGESTIONS FROM ITS PATRONS CONCERNING ITS SERVICE

Virginia Committee for Public Schools

ROOM 3, BROAD-GRACE ARCADE
Richmond 19, Virginia
TELEPHONE MILTON 9-0559

March 24, 1959

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Mr. Albert G. Hofheimer *Norfolk*
Mr. Edwin T. Holland *Arlington*
Miss Pela Plummer Hundley *Newport News*
Rt. Rev. W. H. Marmion, D.D. *Roanoke, Va.*
Dr. Peter Mellette *Richmond*
Mr. Benjamin Muse *Manassas*
Dr. William F. Quillian, Jr. *Lynchburg*
Mr. Leroy Spigal *Newport News*
Mr. Louis Spilman *Waynesboro*
Mr. Beecher E. Stallard *Richmond*
Dr. Louis Rader *Waynesboro*
Mr. Knox Turnbull *Charlottesville*

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Mr. O. Eugene Pickett *Recording Secretary*
Mr. William M. Lightsey *Executive Secretary*

Mr. Harold C. Fleming, Executive Director
Southern Regional Council, Inc.
Room 432, 63 Auburn Avenue, N. E.
Atlanta 3, Georgia

Dear Harold:

Let me begin by saying that I feel deeply honored that you and your personnel committee considered me qualified for the important and interesting job offered me. It is with extreme regret that I tell you that I cannot accept at this time.

There is no other field of endeavor that I would prefer more at this time. The type of work is one which interests me more than any other. My sole reason for declining is that I feel my family needs more of my time and interest than I could devote to them if I accepted your offer.

Let me review my present situation. I had planned to leave the Department of Agriculture about April 1, as I am doing. I had expected to take leave during the month of March to explore several job opportunities in and around Arlington and to decide on one which would permit me to continue my civic activities in Arlington and in the State. Among other things, I am interested in running for the Arlington County Board of Supervisors and, if it appears that I could be of service, to later run for the Legislature .

Because of the urgent need for someone to work with the Virginia Committee for Public Schools, I went on leave in mid-February and have since spent all my time working out of the Richmond office of the Virginia Committee. I have not yet looked further into the several opportunities for work in the Arlington area. I will be with the Virginia Committee until mid-May and plan to decide on my future work during the time between then and July 1. I am today announcing my candidacy for the Arlington County Board, subject to a nominating convention to be held on May 27. I will be opposing two excellent incumbents, so may not be nominated.

The reason I want to stay in the Arlington area is because of my family and, to a much less extent, the wide circle of friends I have made there. My youngest daughter will be a senior in High School there next year and I can not consider taking her into another school and community. My middle daughter graduates from High School at Marion Junior College in Marion, Virginia, this coming June. She expects to attend the Washington School for Secretaries for a year

STEERING COMMITTEE: H. W. Tulloch, *Waynesboro;* Mrs. Vernon Weihe, *Arlington;* Roy Sloop, *Newport News;* James C. Brewer, *Norfolk;* W. B. Shepheard, *Norfolk;* James R. Sydnor, *Richmond;* J. A. Rolston, *Charlottesville;* John Fitzgerald, *Front Royal;* J. L. Blair Buck, *Richmond.*

LOCAL COMMITTEES: Alexandria, Arlington, Blacksburg, Charlottesville, Fairfax-Falls Church, Norfolk, Peninsula, Richmond, Warren County.

and will be living at home. My oldest daughter is being married this coming Saturday and will be living in the Arlington area for the next year while her young husband is finishing his schooling.

In view of this situation, I feel that I must not accept anything that will take me almost completely away from home for the next year; at least until I have fully explored the possibilities of finding something worthwhile and sufficiently rewarding from a financial standpoint, and that will enable me to live at home.

I do not know now whether I will find this. I will know by July 1. Furthermore, I will know on May 27 whether I will be a candidate for the Arlington County Board.

I plan to continue my work with the Virginia Committee for Public Schools until mid-May. From then until July 1 I may continue on a part time basis if there is a need for ~~myx~~ my services. In the meantime, I can make myself available from time to time if I can be of service to the Council on work such as my Little Rock trip.

Naturally, I do not expect you to hold this offer open until July 1 on the chance that I may accept. However, if it is not filled at that time, I might be in a position where it would be more attractive to me than anything I have been able to find at home.

Let me say that have never written a letter with so much regret.

Sincerely,

William M. Lightsey

William M. Lightsey
Executive Secretary

March 26, 1959

Mr. William M. Lightsey
Executive Secretary
Virginia Committee for Public Schools
Room 3, Broad-Grace Arcade
Richmond 19, Virginia

Dear Bill:

Thanks for your telegram and your frank follow-up letter.

Naturally, I am disappointed - as our Personnel Committee will be - that you don't feel that you can accept the position at this time. This is particularly so, since I am thoroughly convinced that you are remarkably qualified for the kind of effort we had in mind and would have done an outstanding job. But I am enough of a family man myself to appreciate fully the reasons for your adverse decision.

I have no idea at this point what will happen with respect to this project between now and July. But if at any time your circumstances change in such a way so as to make re-consideration possible, I do hope you will let me know. Meanwhile, I am sure our common interests are enough to keep us in touch and in cooperation.

Here's wishing you all success in your candidacy, as well as in your work for the Virginia Committee for Public Schools.

Sincerely,

Harold C. Fleming
Executive Director

HCF/mf

Virginia Committee for Public Schools

ROOM 3, BROAD-GRACE ARCADE
Richmond 19, Virginia

TELEPHONE MILTON 9-0559

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Recording Secretary
Mr. William M. Lightsey
Executive Secretary

March 31, 1959

Mr. Harold C. Fleming, Executive Director
Southern Regional Council, Inc.
Room 432, 63 Auburn Avenue, N.E.
Atlanta 3, Georgia

Dear Harold:

Thank you for your kind and understanding letter of March 26th.

Please be assured that if my circumstances should change between now and July in such a way that I can reconsider your fine offer, I will let you know at once.

From time to time, I will be sending you copies of material we are using in our Virginia efforts on behalf of continued public schools.

Sincerely yours,

Bill Lightsey

William M. Lightsey
Executive Secretary

WML/wgb

STEERING COMMITTEE: H. W. Tulloch, *Waynesboro;* Mrs. Vernon Weihe, *Arlington;* Roy Sloop, *Newport News;* James C. Brewer, *Norfolk;* W. B. Shepheard, *Norfolk;* James R. Sydnor, *Richmond;* J. A. Rolston, *Charlottesville;* John Fitzgerald, *Front Royal;* J. L. Blair Buck, *Richmond.*

LOCAL COMMITTEES: Alexandria, Arlington, Blacksburg, Charlottesville, Fairfax-Falls Church, Norfolk, Peninsula, Richmond, Warren County.

File

Virginia Committee for Public Schools

ROOM 3, BROAD-GRACE ARCADE
Richmond 19, Virginia
TELEPHONE MILTON 9-0559

RECEIVED MAY 4 1959

April 29, 1959

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Mr. William M. Lightsey *Executive Secretary*

Dear Executive Board Member: FOR YOUR INFORMATION

IMPORTANT BOARD MEETING - SATURDAY, MAY 9
11:00 a.m. EST, AT Y.M.C.A. IN RICHMOND

We are over the first hurdle by a hair-breadth margin and the time has come for a reappraisal of the nature and extent of our activities.

There is ample evidence that without the State and local Committees for Public Schools we might now be facing the appalling prospect of our State abandoning a system of public schools, so slowly and laboriously developed over a period of 88 years.

The Almond-Perrow program is not free from threats to public schools, but it was the best that could be wrested from a powerful opposition of massive resisters determined to remove all constitutional requirements for an efficient system of free public schools.

At the May 9 meeting, the Executive Board must give careful consideration to many things, including the following:

1. The role and nature of the State organization in a situation where the localities will now be the major scene of battle.
2. The need for additional local committees.
3. The relationship between the local committees and whatever State organization may be continued.
4. The relationship of local committees with other organizations such as P-TA and VEA.
5. The legal vulnerability of the Almond-Perrow plan.
6. The responsibility of local committees for financing the State committee. We ask your careful study of the critical picture shown by the attached financial report.

We sincerely hope one or more representatives from <u>each</u> local committee will attend the May 9 meeting.

Sincerely,

J. L. Blair Buck, President

William M. Lightsey
William M. Lightsey, Exec. Secty.

LOCAL COMMITTEES: Alexandria, Arlington, Blacksburg, Charlottesville, Christiansburg, Fairfax-Falls Church, Lynchburg, Norfolk, Peninsula, Richmond, Rockingham, Warren County, Waynesboro.

VIRGINIA COMMITTEE FOR PUBLIC SCHOOLS

Financial Report
C. O. B. April 28, 1959

1. Receipts since organized:

From local Committees	$ 4,400.00	
From direct gifts from individuals	1,727.00	
Total Receipts		$ 6,127.00

2. Expenditures and Obligations since organized:

Amount paid out for all purposes	$ 5,684.87	
Bills due and payable April 30	2,036.37	
Total obligations to date		$ 7,721.24

3. Net Deficit to date (Item 2 minus item 1) . . . . . $ 1,594.24

4. Needed to operate through May 15, 1959:

Present deficit (item 3, above).	$ 1,594.24	
Estimated expenses May 1 - May 15. . . .	1,483.00	
Total needed through May 15, 1959 .		$ 3,077.24

5. Status of Contributions from Committees:

Committee	Quota	Paid	Balance	Adj. Quota*	Adj. Balance
Arlington	$2,300	$2,300	$ -0-	$2,300	$ -0-
Alexandria	700	250	450	455	205
Blacksburg	300	75	225	195	120
Charlottesville	1,050	75	975	680	605
Fairfax-Falls Ch.	700	-0-	700	455	455
Norfolk	1,500	300	1,200	975	675
Peninsula	300	250	50	250	-0-
Richmond	2,500	850	1,650	1,625	775
Warren County	300	100	200	195	95
Waynesboro	300	200	100	200	-0-
Lynchburg	600	-0-	600	390	390
Totals	$10,550	$4,400	$6,150	$7,720	$3,320

*This Adjusted Quota represents 65% of the original quota, or the amount that has already been paid in by the local Committee, whichever is larger. If every local can pay the amount in the "Adjusted Balance" column by May 15, the Virginia Committee can meet all of its commitments.

Virginia Committee for Public Schools

ROOM 3, BROAD-GRACE ARCADE
Richmond 19, Virginia

TELEPHONE MILTON 9-0559

APR 30 1959

(Sent to State members "at large")

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Mr. Eugene Pickett *Recording Secretary*
Mr. William M. Lightsey *Executive Secretary*

TO MEMBERS OF THE VIRGINIA COMMITTEE FOR PUBLIC SCHOOLS:

Dear Member:

We have wanted to write to you before, but the battle for control in the General Assembly made it advisable to await the end of this exciting session.

The Battle - By a margin of one vote in the State Senate the Almond-Perrow program was enacted into law. Those supporting "massive resistance" fought in most determined fashion to defeat this program and, as their recent statements will show, they continue to hope for a change in the line-up which may make it possible to abandon public schools when the General Assembly meets next January.

New Laws - The laws which have just been passed will permit a city or county to virtually abandon public schools. It is to be devoutly hoped that the localities which choose this dangerous option will be few, but it is entirely possible for small organized groups of "massive resisters" to stampede the people where no organized opposition exists.

Role of Committees - We have been assured that our Committees for Public Schools played a vitally important part in staving off the determined effort to do away with the public school system. It will, however, be a serious mistake to assume that we can now fold our tents and steal away. The local Committees, now fifteen in number, have an extremely important role in persuading people to carry on the local public school program despite any desegregation which federal courts may require. Now that the tumult and the shouting have subsided it may be less difficult to persuade more Virginia citizens to direct their thoughts and energies toward acceptable ways of obeying the law of the land, rather than evading it.

Exaggeration - The fact that all of our border states - North Carolina, Tennessee, Kentucky, West Virginia and Maryland - avoided the great evils of massive resistance should be given extensive publicity. We might also call attention to the fact that in many states where schools have never been segregated by law and where large Negro populations exist, a modus vivendi has developed which does not engender fear and hatred and which does

LOCAL COMMITTEES: Alexandria, Arlington, Blacksburg, Charlottesville, Christiansburg, Fairfax-Falls Church, Lynchburg, Norfolk, Peninsula, Richmond, Rockingham, Warren County, Waynesboro.

- over -

not lead to miscegenation. Those who are willing to await the developments which federal court orders may bring will almost certainly find that the basis for fear and anxieties have been greatly exaggerated.

Many more local Committees are needed to help in establishing a spirit of reason and wisdom in their localities and to let members of the General Assembly know that the spirit of "massive resistance" is not wanted. The Honorable William N. Neff, President of the State Board of Education, has just written us saying, "I am cooperating with our local people who are working on the organization of a Committee for Public Schools in this county (Washington County). Such organizations will be needed more and more in the coming months and years."

Very soon the Steering Committee will be meeting to reappraise the roles of our State and local organizations and you will be informed of the result.

With good wishes and thanks.

Will you send $2 or more now to pay your Committee's bills?

J. L. Blair Buck

J. L. Blair Buck, President

William M. Lightsey

William M. Lightsey, Executive Secretary

P.S. We are enclosing a report of the activities of the Virginia Committee during the crucial April session of the General Assembly, with a general analysis of the Almond-Perrow laws enacted.

Virginia Committee for Public Schools

ROOM 3, BROAD-GRACE ARCADE
Richmond 19, Virginia
TELEPHONE MILTON 9-0559

April 30, 1959

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Mr. William M. Lightsey *Executive Secretary*

SUMMARY OF LEGISLATIVE ACTIVITY OF COMMITTEES FOR PUBLIC SCHOOLS AND ANALYSIS OF LEGISLATION ENACTED BY SPECIAL SESSION OF GENERAL ASSEMBLY

* * * * * * * * * * * * * * * * *

SUMMARY OF LEGISLATIVE ACTIVITY

The strong voice of the Committees for Public Schools was heard time and again during the recent special session of the General Assembly. Through letters and statements at public hearings by representatives of the Virginia Committee for Public Schools and local Committees from all parts of the State, and through the thousands of telephone calls, telegrams, letters and personal contacts from individual members throughout the State, the Governor and members of the General Assembly were made increasingly aware that the 24,000 members of the Committees for Public Schools were not willing to sacrifice our fine State system of public education.

It was only after the formation of the Committees for Public Schools that for the first time in more than three years the noise of the "massive resisters" was offset by the great moderate body of citizens who realized the absolute necessity for providing public education for all those who desired it.

The strong differences among members of the General Assembly divided the House and the Senate almost evenly. Members of both houses have told us that the legislative activity of the Committees for Public Schools and its members played a vital part in securing the passage of the Almond-Perrow legislation. Without the work and interest of the Committees for Public Schools, we might now be facing the prospect of no State system of public education.

Following is a chronological account of the legislative activities of representatives of the Virginia Committee for Public Schools:

February 9 - On the basis of action taken at the February 7th meeting of the Executive Board, Dr. Buck sent a letter to Governor Almond commending him for the position he had taken on behalf of public education.

February 16 - A letter was sent to each member of the Perrow Commission offering the support of the Commit-

tees for Public Schools for all constructive proposals of the Commission, and expressing concern for the preservation of Sections 129 and 133 of the State Constitution.

February 27 - The Executive Board and the legal committee developed a statement for presentation at the public hearing before the Perrow Commission on March 6.

March 6 - Dr. Buck made a statement at the public hearing before the Perrow Commission. He expressed appreciation for the constructive manner in which the Commission was approaching its task. He asked for maximum local autonomy, enactment of a compulsory attendance law, adequate safeguards in the disposal of surplus school facilities, and preservation of a State system of public education. Similar statements were made by representatives of local Committees for Public Schools from Alexandria, Arlington, Blacksburg, Charlottesville, Fairfax-Falls Church, Norfolk, Richmond and Warren County. Of 66 persons making statements at the public hearing, 40 spoke in favor of the maintenance of the public school system.

April 1 - Chairmen of local Committees were advised by telegram or telephone to withhold for three or four days any statements of position on the Perrow Commission report. This was done on advice of friendly legislators and to permit time to study and analyze the report.

April 4 - The Executive Board and the legal committee met in Richmond to develop a statement of position on the Perrow Commission report.

April 6 - A statement on behalf of the Virginia Committee for Public Schools was delivered to the Governor and laid on the desks of each member of the General Assembly when it reconvened at noon. This statement expressed the opinion that the Commission recommendations constituted the best plan yet advanced for meeting the problems resulting from the desegregation orders of the Federal Courts. It urged resistance to all efforts to delete or alter the constitutional guarantees of free public education. It asked for a strengthening of proposed legislation relating to disposal of surplus property, compulsory attendance, and transportation of children attending non-sectarian private schools.

April 13 - Dr. Buck appeared at a hearing before the House Committee considering the pupil placement bill. On behalf of the Virginia Committee for Public Schools he urged approval of the total program recommended by the Perrow Commission.

April 13 - An urgent appeal was sent by telephone and telegram to the local Committees, requesting that letters and telegrams be sent to the Governor and legislators in opposition to the Wheatley Resolution, House Joint Resolution 23. This Resolution proposed

constitutional amendments removing all requirements for maintaining public schools.

April 14 - Mr. Lightsey appeared at a public hearing before the Senate committee considering the pupil assignment and compulsory attendance bills. On behalf of the Virginia Committee for Public Schools he asked the committee to approve these parts of the Perrow Commission program as the best plan for meeting the widely varied problems of the State. He urged local assignment authority and asked that school attendance be obligatory throughout the State, except where the local governing body affirmatively withdrew.

April 15 - Two memoranda were delivered to the Governor and each member of the General Assembly transmitting analyses of the effects of the constitutional amendments proposed in the Wheatley Resolution (House Joint Resolution 23). It was interesting to note that in subsequent debates on the floors of the House and Senate, members used many statements from these analyses.

April 16 - A telephone appeal was made to a number of the local Committees asking that their members immediately wire, telephone or write certain legislators in their areas. This was done at the urgent request of friendly legislators.

April 17 - Mrs. W. W. Kavanaugh of Roanoke, a member of the Advisory Board of the Virginia Committee for Public Schools, made a statement at the Public Hearing before the House Committee on Priviledges and Elections in opposition to the Wheatley Resolution. The following spokesmen for local Committees for Public Schools also made statements at the hearing: Mr. Douglass Hunt of Alexandria, Mr. O. B. Newton, Jr. of Lynchburg, Mrs. Vernon Weihe of Arlington, Judge H. G. Cochran of Norfolk, Mr. Stanley King of Alexandria, Dr. William Willoughby of Rockingham County, Mr. C. B. Hale of Washington County, Rev. Roy L. Sloop of Newport News, and Mr. Charles Harnett of Fairfax-Falls Church. Although the Committee on Priviledges and Elections reported the Resolution favorably, four members reserved the right to vote against it on the floor. The Resolution was defeated in the House the following Monday by the close vote of 53 to 45. There seems to be little question but that the strong showing made by the Committees for Public Schools contributed to the defeat of the Resolution.

April 28 - An original letter was mailed to the Governor, to each member of the House who voted against the Wheatley Resolution, and to each of the 20 Senators who stood by the Almond-Perrow program, expressing the appreciation of the Virginia Committee for Public Schools.

ANALYSIS OF LEGISLATION ENACTED BY THE SPECIAL SESSION

Following is a general analysis of legislation affecting education enacted at the special session of the General Assembly. A more detailed and complete analysis will be prepared by our legal committee as soon as copies of the laws can be obtained:

1. No constitutional amendments - The Wheatley Resolution providing specific constitutional amendments was defeated in the House. The Pollard bill calling for an "advisory" referendum on amending the constitution died in Senate committee.

2. Pupil placement - The State Pupil Placement Board is continued. Effective next March any community may, by action of its governing body with the concurrence of the local school board, provide for the local assignment of pupils. Such local assignment would be in accord with general criteria laid down by the State Board of Education. Any assigned pupil may appeal to the State Board of Education and then to the State Courts. Parents or guardians of any five pupils in a school to which a child is assigned may appeal the assignment.

3. Local budgets and appropriations - Localities are given clear power to prepare budgets for information purposes and to provide for both (a) public schools and (b) educational purposes. Appropriations may be made on an annual, quarterly, or monthly basis. This allows shifts of funds from the support of public schools without delay.

4. Tuition grants or "scholarships" - Scholarship grants from public funds have been provided for any child of school age who prefers to attend a nonsectarian private school instead of public school, regardless of the reason for such preference. The locality will pay the same percentage of the scholarship grants that it now pays in support of its public schools. The State will pay the remaining percentage. The amount of the grant will be $250, the per pupil cost for public schooling in the locality, or the cost of the private schooling, whichever is the smallest. The locality may increase the amount of the scholarship grant by providing additional local money.

5. Compulsory attendance law - A law providing for compulsory attendance was enacted, but several drastic provisions make it of little value. It will be in effect in a locality only if the local governing body, with the concurrence of the school board, takes affirmative action to make it applicable. Also, it will not apply to any child whose parent or guardian certifies that he conscientiously objects to the child attending the school available.

6. Surplus property disposal - Ten percent of the voters voting in the preceding general election can require the initiation of action to dispose of school property they deem to be surplus. Court approval of the transaction and other restrictions previously included in the law are retained.

7. Repayment of teachers' scholarships - Teachers may now repay their scholarship grants by teaching in private as well as public schools.

8. Local ordinances governing private schools - If a private school is not in compliance with local health, safety or other ordinances, such compliance can be waived for a period of up to two years if approved by the State Health Department and the State Fire Marshall.

In general, the legislation enacted at the special session leaves much to be desired. However, it appears obvious that it represents the most that could be obtained at present. Compared with the outlook last September, we can be pleased with the results. No community can be prevented from operating its public schools if it so desires. At the same time any community can make its public schools almost ineffective by failing to provide local funds for their support.

Virginia Committee for Public Schools
William M. Lightsey, Executive Secretary
April 29, 1959

VIA AIR MAIL May 12, 1959

Mr. William M. Lightsey
Executive Secretary
Virginia Committee for Public Schools
Room 3, Broad-Grace Arcade
Richmond 19, Virginia

Dear Bill:

Thanks for the material you have been good enough to share with us. I know this is bothersome for you, but it will be of great help to us in sharing the wealth with other pro-public school groups.

Ben Muse was just here, and we worked out a plan for compensating the Virginia Committee for such materials. He will be in touch with you, if he hasn't already been, and we will be expecting a statement for the materials sent to date. Sorry to add to your paper work, but a clearcut voucher will protect us both.

I realize that you will by now have had your Executive Board meeting, at which crucial decisions were to be made. I will be most concerned to know what was decided. Everything we hear about the Committee's work confirms our belief that you and your associates have been doing a magnificent job.

It would be a great pity if these efforts were ended or crippled by lack of funds. Is there any hope of solving the tax-exemption problem?

Sincerely,

Harold C. Fleming
Executive Director

HCF/mf

Virginia Committee for Public Schools

ROOM 3, BROAD-GRACE ARCADE
Richmond 19, Virginia

RECEIVED MAY 4 1959

TELEPHONE MILTON 9-0559

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Dr. Peter Mellette *Richmond*
Mr. Benjamin Muse *Manassas*
Dr. William F. Quillian, Jr. *Lynchburg*
Mr. Leroy Spigel *Newport News*
Mr. Louis Spilman *Waynesboro*
Mr. Beecher E. Stallard *Richmond*
Dr. Louis Rader *Waynesboro*

OFFICERS
Dr. J. L. Blair Buck *President*
Mr. Edmund Campbell *Vice-President*
Judge H. G. Cochran *Vice-President*
Col. Francis Pickens Miller *Vice-President*
Mr. Knox Turnbull *Vice-President*
Dr. James R. Sydnor *Treasurer*
Mr. Eugene Pickett *Recording Secretary*
Mr. William M. Lightsey *Executive Secretary*

April 30, 1959

Mr. Harold C. Fleming, Executive Director
Southern Regional Council, Inc.
Room 432, 63 Auburn Avenue, N.E.
Atlanta 3, Georgia

Dear Harold:

About two weeks ago Colonel Benjamin Muse talked with me and suggested that I send you a copy of all material we prepared for use by our local Committees for Public Schools. He also asked that I send you 50 copies of a report on "The Work and Growth of The Committees for Public Schools", which I made at a public meeting in Richmond on March 15.

I have placed you on our mailing list and you should have received some material sent out with particular reference to the special session of the General Assembly.

I am enclosing with this letter a copy of other material issued prior to that time. If you have need of some additional copies of any of this material, please let me know and it will be sent to you if we have it. I am sending the 50 copies of the report under separate cover. I hope that in the very near future Dr. Buck and I will be able to complete a "History of The Virginia Committees for Public Schools". This may be useful in other parts of the South.

Following a meeting of our Executive Board on May 9th, I will write you concerning the future of our organization, and let you know of the extent of my future connection with it.

Sincerely yours,

Bill Lightsey

William M. Lightsey
Executive Secretary

WML/egb
Enc.

LOCAL COMMITTEES: Alexandria, Arlington, Blacksburg, Charlottesville, Christiansburg, Fairfax-Falls Church, Lynchburg, Norfolk, Peninsula, Richmond, Rockingham, Warren County, Waynesboro.

VIRGINIA COMMITTEE FOR PUBLIC SCHOOLS
Room 3, Broad-Grace Arcade, Richmond 19, Virginia
March 20, 1959

QUESTIONS AND ANSWERS CONCERNING
THE COMMITTEES FOR PUBLIC SCHOOLS

The following questions are the ones most commonly asked by people who want to know the "who, what, and why" of the Committees for Public Schools. If you have other questions which are not answered here, please write to the Virginia Committee for Public Schools, Room 3, Broad-Grace Arcade, Richmond 19, Virginia.

1. QUESTION: WHAT IS THE PURPOSE OF THE COMMITTEE?

Answer: The single purpose of the Committee is:
"We affirm our determined support of free public education for every child in Virginia. We believe that this should continue to be guaranteed by the Constitution of Virginia."
Our major concern is that the present crisis facing our public schools be resolved with the least possible damage to the fine Virginia public school system.

2. QUESTION: WHO ARE THE LEADERS OF THE COMMITTEE?

Answer: Attached is a list of the officers and members of the Advisory Board, with a brief statement identifying each. This list includes recognized leaders, from all parts of the State, in the fields of business, education, religion and civic betterment.

3. QUESTION: WHO ARE SOLICITED FOR MEMBERSHIP IN THE COMMITTEES?

Answer: The Committee is interested in enrolling the largest possible number of white residents of Virginia who believe that free public education must be available for every child in Virginia and that this opportunity should continue to be guaranteed by the Constitution of Virginia. Our membership includes many who do not have children in the public schools but who recognize that public education is a vital necessity to the growth of the community, State and nation.

4. QUESTION: WHAT RESPONSIBILITIES ARE ASSUMED WHEN ONE BECOMES A MEMBER OF THE COMMITTEE?

Answer: There is no obligation to actively help with the work of the Committee, nor is there any financial fee charged. The work of the Committee is carried on with volunteer help and voluntary contributions from its members. Each member of the Committee is asked to help increase the membership of the Committee and to promote its purpose through influencing neighbors, friends and acquaintances throughout the State. It is also hoped that each member will communicate his views to members of the General Assembly and others in positions of political leadership.

5. QUESTION: IS MEMBERSHIP RESTRICTED TO REGISTERED VOTERS?

Answer: No. However, members are urged to pay poll taxes by May 1, register to vote, and to ask others to do so.

6. QUESTION: HOW IS THE COMMITTEE FINANCED?

Answer: Voluntary contributions by the members and their friends are the only sources of financing the work of the Virginia Committee and local committees. There is no membership fee but contributions are welcome and needed.

OVER

7. QUESTION: IS THE COMMITTEE CONNECTED WITH ANY OTHER ORGANIZATION?

Answer: No. Neither the Virginia Committee for Public Schools nor affiliated local committees are connected in any way with any other organization.

8. QUESTION: HOW DOES THE COMMITTEE STAND ON DESEGREGATION?

Answer: The Committee seeks neither to promote integration nor to perpetuate segregation. Its membership probably includes a majority who would prefer continued segregation of the schools. However, with others, they are brought together in the united belief that free public education must continue to be available to all who want it.

9. QUESTION: WHY IS THE ORGANIZATION AND RAPID GROWTH OF COMMITTEES FOR PUBLIC SCHOOLS SO IMPORTANT NOW?

Answer: Our lawmakers must be shown that the great majority of white Virginians are not willing to give up their public schools. Yet we and they must face the clear fact that legal developments have left only a single choice: (1) either accept such limited integration as the courts require or (2) abolish our fine State public school system. The danger that the latter course will be followed is very real; its advocates include strong political forces.

At the March 6 Public Hearing before the Perrow Commission, no less than 16 speakers demanded the abolition of the public school system. Many others advocated a course of action which would seriously damage public education.

Those who are convinced that our public schools cannot be sacrificed must speak out NOW in large numbers and from all parts of the State. The singleness of purpose of the Committees for Public Schools permits them to speak out in behalf of public education more effectively than any other organized group. Twelve members of the local committees and the Virginia Committee for Public Schools spoke at the Public Hearing. Speaking for more than 20,000 members from all parts of the State, their statements provided a most effective demonstration that Virginians are not willing to sacrifice their public schools.

Individuals who feel that they must help to preserve our public schools can multiply their effectiveness by swelling the State-wide membership of the Public Schools Committees. These committees form a focal point through which individual effort is translated into a strong, organized program of State-wide publicity and legislative action. The effectiveness of the Virginia Committee in exerting legislative influence is in direct proportion to its total State-wide membership.

Local committees in all parts of the State are needed to (1) bring together those who wish to keep public schools open; (2) study the legislative proposals under consideration by the General Assembly; (3) provide a contact point through which community opinion can be made known to public officials and news representatives; and (4) organize a "get-out-the-vote" campaign for any referendum that may be called.

VIRGINIA COMMITTEE FOR PUBLIC SCHOOLS

"The Work and Growth of The Committees for Public Schools"

(Report by William M. Lightsey, Executive Secretary, at Public Meeting in Richmond on March 15, 1959)

I wish to tell you about the work of the Virginia Committee for Public Schools and the local committees like your Richmond Area Committee, which have formed and are forming in communities across the entire State.

There is a question and answer leaflet on the tables at the entrance which tells much about the "who, what, and why" of the Virginia Committee for Public Schools and the connected local committees. These rapidly spreading Committees for Public Schools represent what may become the most significant and widespread "grass roots" movement on behalf of public schools that Virginia has ever seen. Entirely unsupported by and not connected with any other organization, this movement is providing a rallying point for that great body of moderate Virginians that is determined that our fine system of public education come through the present crisis with as little damage as possible. These Committees stand for neither the perpetuation of segregation nor the promotion of integration.

Let me emphasize that it is not our intent to replace the Parent-Teacher Associations, the Virginia Education Association, or other groups that have labored so long and hard in promoting and improving public education in Virginia. Rather, the Committees for Public Schools are filling a void left by the failure of our largest pro-public school organizations to embark on a strong state-wide action program necessary to awaken Virginians to the extent that our lawmakers would be convinced beyond doubt that the great majority of Virginians are not willing that our public school system be sacrificed or impaired. Do not construe these remarks as criticism of all members of these organizations. Many, many members and leaders in the Committees for Public Schools are also members and leaders in PTA, VEA, League of Women Voters, AAUW, Councils on Human Relations, United Church Women, National Conference of Christians and Jews, Chambers of Commerce, service clubs, women's clubs and other organizations. Many local and regional units of these organizations have publicly stated positions which are fully consistent with the purposes of the Committees for Public Schools and have urged their members to join these Committees. We hope the near future will bring many more such endorsements.

The total membership of the Virginia Committee for Public Schools already numbers more than 20,000 white Virginians. Local Committees have been organized in nine separate areas of the State: Alexandria, Arlington, Blacksburg, Charlottesville, Fairfax County-Falls Church, Front Royal, Newport News and the surrounding Peninsular Area, Norfolk and Richmond. Organizing groups of local leaders are now forming local Committees in Christiansburg, Lynchburg, Roanoke, Rockingham County and Waynesboro. The Virginia Committee is trying desperately to lend assistance to local people who have requested help and advice in some 15 other areas.

Perhaps the progress of extension of this movement can best be illustrated by reviewing the happenings of the last 3 weeks across the State. On Thursday evening, February 26, we met with a group of 250 people in Newport News. This group selected an organizing Committee and authorized them to proceed with formal organization of a local Committee. The following Sunday, March 1, over 400 people attended an afternoon meeting in Alexandria, elected officers, adopted bylaws and formally organized the Alexandria Committee. Two days later, at Lynchburg on the evening of March 3, we met with some 35 community leaders. They elected an organizing committee, which has been most active in securing the participation of business, religious, educational and civic leaders. They have scheduled a second meeting for this coming Thursday evening. Last Sunday evening, March 8, Dr. Buck and I talked to a group of over 450 who had come to a meeting in a country church in Rockingham County, east of Harrisonburg. Over 200 signed membership cards and the group elected a steering committee to complete formal organization. Last Monday and Tuesday I met with several small groups in Roanoke. Plans have been made to begin the

organization of a local committee there. Other recent action taken by the Virginia Committee includes an appeal to VEA locals across the State and to the educators and professors in the white colleges of the State. These appeals are beginning to show gratifying results.

The Virginia Committee for Public Schools is a very necessary coordinating organization for the local committees. Through this central committee, the effort of the various local committees and of individual members in areas where there are no local committees can be brought together in a strong, state-wide program of publicity, legislative action, and extension work. The Virginia Committee for Public Schools grew out of an initial meeting last November of representatives from Charlottesville, Arlington, Norfolk and Front Royal. (These were the four communities where Committees for Public Schools had already been separately formed.) They felt the need to share experiences and advice concerning the work of the local committees that had been formed in each of these four communities.

With the fall of the massive resistance laws, it became evident that the threat to public schools would be a State-wide rather than a local threat. Other areas such as Richmond, not immediately threatened with desegregation, recognized the need for a local organization and for a coordinated State-wide effort. The Virginia Committee was officially organized in December. The policies and program of action of the central committee are determined by a steering committee which includes a representative selected by each of the organized local committees. In this way, the work of the central committee and the public statements of its representatives are closely coordinated with the local committees.

The Virginia Committee has an office at the Broad-Grace Arcade, to some extent shared with the Richmond Area Committee. This office is open and busy six, if not seven, days a week. Paid secretarial help is employed and supplemented with volunteer help from the Richmond Area. I, as Executive Secretary, am the only other paid help the Virginia Committee has at present. I work full-time from the Richmond office. However, we could not accomplish nearly so much were it not for the fact that our President, Dr. Blair Buck, has for the past 3 months given his full time, day and night, to work in the office and in traveling about the State.

Membership in the Virginia Committee is of two kinds. First, it includes the membership of the local committees who have endorsed the by-laws and purposes of the Virginia Committee. Second, it includes the individuals who have signed membership cards and who live in areas which have as yet no local committees.

The work of the Virginia Committee must be financed largely from the contributions received by the local committees. As each new local committee is formed, it is asked to accept a proportionate assessment to carry on the work of the central committee. There is a great need for additional money. Both the publicity and extension program, should be stepped up significantly now. The work we are all trying to do can reach its maximum effectiveness throughout the State only if each member helps this work with a contribution large enough to hurt a little.

In closing, let me ask you to do one other thing. Talk to or write your friends and acquaintances in every part of the State. Tell them about the Committees for Public Schools. Send to our office the names and addresses of everyone you know who may be interested in joining this effort. The address is Room 3, Broad-Grace Arcade, Richmond 19, Virginia.

Thank you.

VIRGINIA COMMITTEE FOR PUBLIC SCHOOLS

March 20, 1959

ADVISORY BOARD:

Mr. Wilson M. Brown, Richmond - Vice-President of State Planters Bank of Commerce and Trusts.

Mrs. J. L. Blair Buck, Richmond - Former President of General Federation of Women's Clubs.

Mrs. Margaret Denny Dixon, Richmond - Well known author and civic leader.

Mrs. Douglas S. Freeman, Richmond - Active in civic affairs and widow of famous historian

Rabbi Ariel L. Goldburg, D.D., Richmond - Rabbi of oldest Jewish congregation in area and outstanding leader.

Mr. Newman Hamblet, Richmond - Vice-President of Thalhimer's Department Store.

Mr. John L. Hammond, Charlottesville - Manager of Sperry-Piedmont Company.

Most Rev. Joseph H. Hodges, D.D., Richmond - Revered Catholic Bishop.

Mr. Albert G. Hofheimer, Norfolk - Well known business and civic leader.

Mr. Edwin T. Holland, Arlington - President of Old Dominion Bank.

Miss Pela Plummer Hundley, Newport News - Prominent businesswoman.

Mrs. W. W. Kavanaugh, Roanoke - Immediate Past President of Virginia Congress of Parents and Teachers.

Rt.Rev. W. H. Marmion, Roanoke - Episcopal Bishop of Southwestern Virginia.

Dr. Peter Mellette, Richmond - Regional Director of National Conference of Christians and Jews.

Mr. Benjamin Muse, Fairfax County - Nationally known writer and columnist.

Dr. William F. Quillian, Jr., Lynchburg - President of Randolph-Macon Woman's College.

Mr. Leroy Spigel, Newport News - Prominent businessman and civic leader.

Mr. Louis Spilman, Waynesboro - Editor of Waynesboro News-Virginian.

Mr. Beecher E. Stallard, Richmond - Prominent Attorney.

Dr. Louis Rader, Waynesboro - General Manager of Waynesboro General Electric Plant.

OFFICERS:

Dr. J. L. Blair Buck, President - Widely known educator - Author of "The Development of Public Schools in Virginia."

Mr. Edmund D. Campbell, Vice-President - Able constitutional lawyer - well known church and civic leader.

Judge H. G. Cochran, Vice-President - Prominent former juvenile court judge.

Col. Francis Pickens Miller, Vice-President - Distinguished civic leader and churchman.

Mr. Knox Turnbull, Vice-President - Prominent business executive and Chairman of The Charlottesville Committee to Preserve Public Schools.

Dr. James R. Sydnor, Treasurer - Professor of Music at Union Theological Seminary - Organizer and Chairman of Richmond Committee for Public Schools.

Mr. O. Eugene Pickett, Recording Secretary - Minister of First Unitarian Church, Richmond - civic leader.

Mr. William M. Lightsey, Executive Secretary - Northern Virginia PTA Director - One of the organizers of Arlington and Virginia Committees for Public Schools.

A PUBLIC PETITION

to the

NORFOLK CITY COUNCIL

While we would strongly prefer to have segregated schools, it is evident from the recent court decisions that our public schools must either be integrated to the extent legally required or must be abandoned. The abandonment of our public school system is, in our opinion, unthinkable, as it would mean the denial of an adequate education to a majority of our children. Moreover, the consequences would be most damaging to our community. We, therefore, urge the Norfolk City Council to do everything within its power to open all public schools as promptly as possible.

John S. Alfriend
Samuel R. Ames
Mason C. Andrews MD
William C. Andrews MD
Edward R. Baird
W. Barton Baldwin
Sam T. Barfield
Frank Batten
Armistead Bayne
Frank N. Bilisoly MD
Barron F. Black
Preston Blake, Jr.
H. T. Blassingham
George D. Brooke
Ben B. Burroughs
C. F. Burroughs
Charles F. Burroughs Jr.
F. F. Cathey
W. A. Charters
R. D. Cooke Jr.
Charles R. Dalton Jr.
Pretlow Darden
Hugh L. Dougherty
R. O. Davis
J. W. Derrickson
Wm. P. Dickson Jr.
R. B. Douglass
Donald T. Faulkner MD
James D. Finley, II
George A. Foote
John Franklin MD
Herman R. Furr
A Randolph Garnett MD
James J. Gara
Robert E. Garris
C. B. Gifford Jr.
C. Wiley Grandy
E. T. Gresham
L. S. Grove
Gordon F. Harrell MD
Landon Hilliard Jr.
A. B. Hodges MD
H. C. Hofheimer, II
W. W. Houston
Hunter A. Hogan Jr.
Paul S. Huber Jr.
J. Stuart Hume
John S. Jenkins Jr.
Charles L. Kaufman
Getty Lebo
Harvey L. Lindsay
D. Conrad Little
W. R. Haul
W. Peyton May
Frank H. Miles
Wm. McC. Paxton
F. S. Moore
Joseph L. Nelson
S. T. Northern
C. Q. Nugent
J. G. Parke
Jessee J. Parkerson
A. J. Parsons
Robt. L. Payne Jr.MD
James R. Peake, Jr.
A. H. Perry, Sr.
Hunter C. Phelan
H. B. Price, Jr.
G. B. Rice
R. R. Richardson Jr.
J. Barbour Rixey
C. B. Robertson
John L. Roper, II
J. R. Roughton
Frank S. Sager
John R. Sears
S. Barron Segar
Donald W. Shriver
S. L. Slover
Richard B. SpindleIII
Charles Syer, Jr.
W Wickham Taylor MD
E. Bradford Tazewell
H. A. Terjen
H. S. Thomas
Vincent J. Thomas
D. H. Thornton
C. E. Thurston Jr.
J. T. Timmons
J. Hoge Tyler III
William J. Vaughan
Michael B Wagenheim
R. F. Welton III
Corbin B. White
J. Warren White Jr.
Walter J. Wilkins
Thomas H. Willcox
Thomas H. Willcox Jr.
Wendell L. Winn
J. Rives Worsham

Virginia Committee for Public Schools

ROOM 3, BROAD-GRACE ARCADE
Richmond 19, Virginia

TELEPHONE MILTON 9-0559

March 23, 1959

ADVISORY BOARD
Mr. Wilson M. Brown
Richmond
Mrs. J. L. Blair Buck
Richmond
Mrs. Margaret Denny Dixon
Richmond
Mrs. Douglas S. Freeman
Richmond
Rabbi Ariel Goldburg, D.D.
Richmond
Mr. Newman Hamblet
Richmond
Mr. John L. Hammond
Charlottesville
Most Rev. Joseph H. Hodges, D.D.
Richmond
Mr. Albert G. Hofheimer
Norfolk
Mr. Edwin T. Holland
Arlington
Miss Pela Plummer Hundley
Newport News
Rt. Rev. W. H. Marmion, D.D.
Roanoke, Va.
Dr. Peter Mellette
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Mr. Benjamin Muse
Manassas
Dr. William F. Quillian, Jr.
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Col. Francis Pickens Miller
Vice-President
Dr. James R. Sydnor
Treasurer
Mr. O. Eugene Pickett
Recording Secretary
Mr. William M. Lightsey
Executive Secretary

Your name, along with several hundred other names, has come to us from people in the Roanoke area who believe you share our concern about the present crisis facing our public school system. Continued public education is the single concern of our Committee; we are not concerned with the promotion of either integration or segregation in our schools.

The future of public education in Virginia may well depend on the extent to which those of us, who are convinced that our public schools cannot be sacrificed, let our convictions be known. The recommendations currently being developed by the Perrow Commission and decisions which will be made soon by the General Assembly, and possibly by the voters in a referendum, will determine the future course of public education in Virginia.

We must exert our maximum influence on those who will make these decisions, so that the solution to the present school problem will result in the least possible damage to our fine system of public education. Unless we speak out now, in large numbers and from all parts of the State, our political leaders will continue to hear only the extremists who would abolish public schools.

The material enclosed will tell you more about who and what the Committees for Public Schools are.

WILL YOU JOIN US BY SIGNING THE ENCLOSED MEMBERSHIP CARD AND RETURNING IT IN THE ENVELOPE PROVIDED?

A number of leading Roanoke Area residents are interested in forming a Roanoke Area Committee for Public Schools. Certainly the effectiveness of individual members is greatly increased when they are banded together in a local organization. All who have signed membership cards for the Virginia Committee will be considered charter members in the local committee if they so desire. Please write a brief note on the back of the membership card, stating whether you are interested in participating in a meeting for the purpose of organizing a local committee.

Sincerely,

J. L. B. Buck

JLBB/egb

J. L. Blair Buck, President

STEERING COMMITTEE: H. W. Tulloch, *Waynesboro;* Mrs. Vernon Weihe, *Arlington;* Roy Sloop, *Newport News;* James C. Brewer, *Norfolk;* W. B. Shepheard, *Norfolk;* James R. Sydnor, *Richmond;* J. A. Rolston, *Charlottesville;* John Fitzgerald, *Front Royal;* J. L. Blair Buck, *Richmond.*

LOCAL COMMITTEES: Alexandria, Arlington, Blacksburg, Charlottesville, Fairfax-Falls Church, Norfolk, Peninsula, Richmond, Warren County.

January 31, 1959

Virginia Committee for Public Schools
3 Broad Grace Arcade
Richmond 19, Virginia

Part of a statement prepared by Executive Committee of Virginia Committee for Public Schools, Saturday, January 31, and released to press the same day.

The courageous and realistic stand of our Governor is heartening to all persons concerned with the preservation of our public schools, but the determination of many sincere people to close every public school in Virginia rather than allow a single Negro child in a single white school shows the need for an intensive campaign of education by the Virginia Committee for Public Schools.

The Governor is appointing a Commission to study this great problem. It is important that this Commission be composed of people who can approach the problem realistically, and that its membership include experts in the field of education. It should also include persons informed as to the effect of closed schools on the economy of the State. We feel strongly that the Commission should include outstanding leaders in the fields of education, business, and the professions even though they may not be members of the General Assembly.

The work of the Virginia Committee for Public Schools will not be finished with the establishment or even with the report of the Governor's Commission. We remember too well how the Gray Commission's report was scuttled. We must be prepared to support all sound and constructive proposals of the Commission.

This problem will not be solved in a few weeks or months. The final decision to close all Virginia Public Schools or to comply with Federal Court orders rests with the people. Amendments to the Virginia Constitution may be proposed. Members of the Legislature will be up for reelection. The electorate must be informed as to the imperative need for free public education available to all Virginia children.

Committees for Public Schools affiliated with the Virginia Committee have been formed in Richmond, Charlottesville, Norfolk, Newport News, Alexandria, Fairfax County, and Arlington. In other places Committees are in process of formation. We have increased in the last week from 13,000 to 15,500 members. We must support the Governor in his stand. We must convince the General Assembly that preservation of the Public Schools is the first and primary condition of any solution of our problem.

In our support of public schools we have been heartened by the several statements recently issued in certain Virginia localities and signed by prominent business men, university faculties, and other community leaders.

Executive Committee
Virginia Committee for Public Schools

BY-LAWS OF THE VIRGINIA COMMITTEE FOR PUBLIC SCHOOLS
January 1959

Being deeply conscious of the necessity for public schools for the effective education of all children, we white citizens do hereby join together voluntarily to establish an organization dedicated solely to the task of preserving Virginia's public schools.

SECTION 1. NAME

The name of the organization is the "Virginia Committee for Public Schools."

SECTION 2. PRINCIPLES & OBJECTIVES

The principles and objectives of the Committee are:

The continuation of a state-wide system of free public education. This is essential to the welfare of Virginia and such a state-wide system of free public education should continue to be guaranteed by the Constitution of Virginia.

This objective rests on the following premises:

The opportunity for all Virginia children to obtain free public education is essential to prepare them for life in our complex society;

Representative government depends for its success upon an educated electorate;

The economic prosperity of Virginia depends upon a high level of educational preparation of the youth of the Commonwealth.

SECTION 3. MEMBERSHIP

The members of this State Committee shall be:

a. All persons residing in Virginia who indicate their agreement to the objective of the Committee stated in Section 2, and who express their willingness to support and help obtain their objective may join the Committee by signing a membership card, and

b. The members of local committees or groups (1) whose primary objective is the support of free public education in Virginia; (2) which have endorsed these by-laws; (3) which have expressed a willingness to support and help obtain the objectives of the Virginia Committee for Public Schools, and (4) which are approved by the Steering Committee.

SECTION 4. OFFICERS, EXECUTIVE BOARD AND STEERING COMMITTEE

a. The Executive Board shall consist of:

(1) The members of the Steering Committee, having as wide a geographical distribution as possible, or their alternates;

(2) The elected officers of the Committee, who shall become members of the Steering Committee; and

(3) Additional members elected by the members of the Steering Committee in such number as the Steering Committee may determine.

b. The officers of the committee are:

President
1st Vice President
2nd Vice President
Treasurer
Recording Secretary
Corresponding Secretary

c. Officers shall be elected by the members of the Steering Committee.

d. Officers, members of the Steering Committee, and Board members shall serve until their successors are elected or appointed.

e. A vacancy in an office, in the Steering Committee, or in the Executive Board shall be filled by election of a successor by the members of the Steering Committee.

SECTION 5. POWERS OF THE OFFICERS AND BOARD MEMBERS

The Steering Committee members are responsible for the conduct of the business affairs of the Committee. They are responsible for planning and carrying out a program of action designed to achieve the purposes of the Committee. They are hereby given all the powers and authority to achieve these purposes and to manage the committee economically and effectively. The President is the Chief Executive Officer of the Committee. Policies and plans are to be determined by the Steering Committee. In so far as practicable, the Steering Committee shall solicit and obtain the views of the membership. The President, with the approval of the Steering Committee, may appoint special or standing committees. The President has the power to call meetings of the Board and Steering Committee. The President shall call a meeting of the Executive Board or of the Steering Committee upon request by any five Board members.

SECTION 6. FINANCE

a. The Committee will be financed through contributions of its members and by gifts of friends of the Committee.

b. The Treasurer shall be responsible for safeguarding all funds received by him, for keeping accounts of receipts and disbursements and for disbursing funds to pay obligations of the Committee when approved in the manner prescribed by the Steering Committee.

c. Upon termination of the Committee, any funds remaining after paying all approved obligations shall be given to the Virginia Congress of Parents and Teachers for use in its Teacher Scholarship programs, or such other use as may be determined by the Steering Committee.

d. Before any remaining funds are given to the Virginia Congress of Parents and Teachers as provided above, the financial records and transactions of the Committee shall be audited by an auditor appointed by the Steering Committee and the results of the audit reported to the Steering Committee and made available to any member who may desire to see the report.

SECTION 7. QUORUM

A quorum for a meeting of the Executive Board of the Steering Committee shall be seven.

SECTION 8. PARLIAMENTARY PROCEDURE

Robert's Rules of Order shall govern the committee, when not inconsistent with these by-laws.

SECTION 9. AMENDMENTS

These by-laws may be amended at any meeting of the Steering Committee upon a two-thirds vote of those in attendance and agreeing thereto, provided five (5) days notice has been given of the proposed amendment.

Letter to those who will be

enrolling members for

Virginia Committee for Public Schools

3 Broad-Grace Arcade
Richmond 19, Virginia

Dear

You have probably heard about the committees which have been organized in an effort to preserve public schools in Virginia. There are committees in Arlington, Charlottesville, Front Royal, Norfolk, and Richmond in which over twelve thousand members are now enrolled. There are many people throughout the state who wish to take part in a movement to insure the continuation of free public schools under constitutional guarantee for our 800,000 school children, despite the fact that this now involves whatever desegregation the courts may require.

A state committee has been organized to provide coordination for the several committees, to encourage the formation of other local committees, and to give individuals who are not members of local committees an opportunity for participation.

This state committee, called the Virginia Committee for Public Schools, and the local committees affiliated with it expect to enroll a large number of white citizens throughout the state with the purpose of persuading the General Assembly not to abandon public schools. It is not the purpose or these committees to promote either segregation or desegregation and these committees have no connection with any other organization.

We hope that you will participate in the important undertaking and that you will ask your friends to participate. Forms for enrolling are enclosed and we will send additional forms whenever they are needed. Prompt action on the part of many citizens is needed. The committee activities are financed through contributions from people concerned with this movement. No fee is charged for enrollment.

Sincerely,

For the Executive Committee

Executive Committee:

Dr. J.L. Blair Buck, Acting Executive Secretary
Rev. James C. Brewer, Norfolk
Mr. John H. Fitzgerald, Front Royal
Mr. J.A. Rolston, Charlottesville
Rev. Roy L. Sloop, Newport News
Dr. James R. Sydnor, Richmond
Mr. H.W. Tulloch, Waynesboro
Mrs. Vernon Weihe, Arlington

JAN 31 1959

A NON-POLITICAL STATEMENT BY A GROUP OF INDEPENDENT CITIZENS
FROM THE CHARLOTTESVILLE AREA

The members of this community whose names appear below believe that the time has come to speak out plainly and forcibly on the school crisis facing this community. We heartily applaud and support the decision of the School Board to reopen our public schools. We note that this decision is in complete harmony with the legal opinion expressed by its council. In further emphatic support of this decision, we desire to register the following convictions reached after careful deliberation:

1. IT IS IN THE INTEREST OF EVERY CITIZEN that there be maintained an efficient Public School System. The economic health of the community and the well being of its people make this imperative. Accordingly, we firmly support the purpose and spirit of section 129 of our State Constitution which makes this a mandatory duty upon the Legislature.

2. THE RESPONSIBILITY AND CONTROL OF SCHOOLS...including, in particular, assignment practices, should be lodged squarely in local school boards familiar with local problems. Accordingly, we firmly support the purpose and spirit of section 133 of our Constitution which expressly vests supervision of schools in local school boards.

3. WE EXPLICITLY DENY...that the two basic principles above can be achieved by closing schools and we emphatically assert that the vital human and economic interests of this community can be best served by reopening our public schools as soon as practicable.

4. We recognize that legislation may ultimately be necessary.
At the same time...

WE REGISTER COMPLETE CONFIDENCE IN THE CAPACITY OF OUR LOCAL SCHOOL BOARD AND OUR LOCAL GOVERNMENT...

to assure the reopening and maintenance of our local public schools in such fashion as to serve the best interests of this community.

COMMENT

The principles and convictions set out above are not dictated by any political considerations whatever. While we believe that they are applicable throughout the state, we do not presume to speak for any community except our own.

In this community we have felt the impact of school closing. The heroic effort to provide patchwork temporary education deserves high praise. We are convinced, however, that the prolonged continuance of closed schools is intolerable and accordingly that it is in the interest of all our citizens to support a policy designed to reopen schools.

The harmful impact of school closing on the welfare of our children, on the economic health of our community and on its future growth are incalculably great. Disruption and demoralization breed lack of confidence in the capacities and purposes of a people. Such confidence is essential if children are to retain their respect for their elders; if industry and business are to be attracted to a community; and if property values are to remain stable.

While we recognize that new legislation may be needed, we emphatically believe, in keeping with basic democratic principles, that we, the people of Charlottesville and Albemarle, can solve our school problems ourselves; that we can solve them in an orderly and constructive manner and that, if we are permitted to do so, we can assure the continued and future greatness of this community.

Mr. Charles C. Abbott
Dr. J. Hamilton Allan
Dr. James C. Andrews
Mrs. A. G. A. Balz
Mr. J. Earl Barnett
Mr. Edmund Baxter
Mr. Randolph Bean
Mr. Clifford L. Beakes
Mr. T. Munford Boyd
Mr. M. Howard Bryant
Mr. Francis P. Brawley
Mr. Earl A. Breyvogel
Mr. Laurence A. Brunton
Mr. Mortimer M. Caplin
Dr. Edward P. Cawley
Mr. Ralph W. Cherry
Mr. Dwight B. Coggins
Mr. W. L. Clover
Mr. L. D. Cooley
Dr. George Cooper
Dr. W. Gayle Crutchfield
Mr. Arthur Kyle Davis, Jr.
Mr. Victor E. Deinlein
Mr. Hardy C. Dillard
Mr. David Eggenberger
Mr. Rowland Egger
Dr. G. Slaughter Fitz-Hugh
Mr. Thomas K. FitzPatrick
Mr. Charles N. Gaylord
Mr. George Gilmer
Mr. George Gilmer, Jr.
Dr. Charles H. Gleason
Mr. Robert K. Gooch

Mr. John B. Gordon
Mr. C. Sheldon Gordon
Mr. Charles O. Gregory
Mr. Milton L. Grigg
Dr. John L. Guerrant
Mr. Lewis M. Hammond
Mr. John L. Hammond
Mr. Donald G. Heyne
Mr. J. Robert Harper
Mr. Henry H. Harris
Mr. Ray G. Heidloff
Mrs. Virginia M. Hench
Dr. John J. Huckle
Dr. Thomas H. Hunter
Mr. J. Roe Jarman
Mr. Claude A. Jessup
Mr. James L. Jessup
Mr. Floyd E. Johnson
Mr. Robert H. Kean
Miss Elliewood Keith
Mr. Austin D. Kilham
Dr. Robert G. Kindred
Dr. Byrd S. Leavell
Mr. Robert E. Lee
Mrs. Nancy Hanson
Mr. S. A. McClellan
Dr. W. Copley McLean
Mr. M. H. McMurdo
Mr. Morland J. McMurry
Mr. Francis P. Miller
Mr. Frederick S. Morton
Mr. Arthur B. Moss
Mr. William B. Murphy

Mr. R. M. Musselman
Mr. Charles P. Nash
Mrs. Nancy T. Price
Mr. Kenneth R. Redden
Mr. F. D. G. Ribble
Mr. B. R. Richardson, Jr.
Dr. S. O. Ruday
Dr. William R. Sandusky
Mr. Joseph D. Saumweber
Mr. William H. Smick, Jr.
Dr. Carl C. Speidel
Mr. Emerson G. Spies
Mr. Paul D. Summers
Dr. Oscar Swineford
Mr. Zachary Taylor
Mr. Lorin A. Thompson
Mr. Myron E. Tremain
Mr. Knox Turnbull
Miss Margaret G. Tyson
Mr. Edward van Laer
Mr. Earl H. Vaughan
Mr. Mitchell Van Yahres
Mr. Paul B. Victorius
Dr. W. Dean Warren
Mr. Cleveland G. Webber
Mr. William S. Weedon
Mr. C. C. Wells
Mr. B. Ernest Wheeler, Jr.
Dr. Don P. Whited
Dr. Lester A. Wilson, Jr.
Dr. William H. Wood, Jr.
Mr. John C. Wyllie
Mr. Thomas H. Wyllie
Mrs. Robert D. Wright

The above statement was signed by over 1200 prominent members of the Charlottesville Community. 100 Signatures are shown above.

Virginia Committee for Public Schools

ROOM 3, BROAD-GRACE ARCADE

Richmond 19, Virginia

TELEPHONE MILTON 9-0559

ADVISORY BOARD
Mr. Wilson M. Brown
Richmond
Mrs. J. L. Blair Buck
Richmond
Mrs. Margaret Denny Dixon
Richmond
Mrs. Douglas S. Freeman
Richmond
Rabbi Ariel Goldburg, D.D.
Richmond
Mr. Newman Hamblet
Richmond
Mr. John L. Hammond
Charlottesville
Most Rev. Joseph H. Hodges, D.D.
Richmond
Mr. Albert G. Hofheimer
Norfolk
Mr. Edwin T. Holland
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Miss Pela Plummer Hundley
Newport News
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Roanoke, Va.
Dr. Peter Mellette
Richmond
Mr. Benjamin Muse
Manassas
Dr. William F. Quillian, Jr.
Lynchburg
Mr. Leroy Spigal
Newport News
Mr. Louis Spilman
Waynesboro
Mr. Beecher E. Stallard
Richmond
Dr. Louis Rader
Waynesboro
Mr. Knox Turnbull
Charlottesville

OFFICERS
Dr. J. L. Blair Buck
President
Mr. Edmund Campbell
Vice-President
Judge H. G. Cochran
Vice-President
Col. Francis Pickens Miller
Vice-President
Dr. James R. Sydnor
Treasurer
Mr. O. Eugene Pickett
Recording Secretary
Mr. William M. Lightsey
Executive Secretary

Dear Member:

Welcome to the Virginia Committee for Public Schools. Our membership now totals over 21,000 white Virginians who have joined individually as you have, or who are members of organized local Committees in the communities listed at the bottom of this page.

As you know, it is important to demonstrate to the General Assembly that many thousands of hitherto silent Virginians are opposed to the abolition or impairment of the State public school system. We believe that in many ways the future of Virginia depends on educational opportunity for all. We do NOT propose that any child be forced to attend an integrated school. We DO believe that the Virginia public school system must be available to every child that wants it.

The only effective way we can be heard is to speak with the authority of numbers. It is essential, therefore, that we swell our membership quickly, throughout the entire State. It is also necessary that additional local groups be formed as soon as there are enough members in a community to organize.

With these objectives in mind, we are sending you 10 membership cards. Will you talk with your friends and associates for the purpose of signing up at least 10 new members? (You may enroll both "Mr. and Mrs." on one card.) Please do this NOW.

There is no fee for joining the Committee, but money is needed. A contribution sent in with each membership card will be most welcome and immediately useful. Send both to the Committee at the address above.

Cordially,

J. L. Blair Buck

J. L. Blair Buck
President

JLBB/ssh

STEERING COMMITTEE: H. W. Tulloch, *Waynesboro;* Mrs. Vernon Weihe, *Arlington;* Roy Sloop, *Newport News;* James C. Brewer, *Norfolk;* W. B. Shepheard, *Norfolk;* James R. Sydnor, *Richmond;* J. A. Rolston, *Charlottesville;* John Fitzgerald, *Front Royal;* J. L. Blair Buck, *Richmond.*

LOCAL COMMITTEES: Alexandria, Arlington, Blacksburg, Charlottesville, Fairfax-Falls Church, Norfolk, Peninsula, Richmond, Warren County.

VIRGINIA COMMITTEE FOR PUBLIC SCHOOLS

RECEIVED APR 27 1959

Steering Committee - Executive Board Meeting
Friday, March 20, 1959

Present: O.A. Gianniny (Charlottesville), J.B. Sydnor (Richmond), J.G. Sedwick (Waynesboro), Elizabeth Weihe (Arlington), E.F. Hewins (Hampton), John Burnett (Front Royal), Judge H.G. Cochran (Norfolk), Dorothy Attaway (Norfolk), J.L. Blair Buck (Richmond) William M. Lightsey (Richmond), Eugene Pickett (Richmond), Francis Pickens Miller (Charlottesville), William N. Sheppard (Norfolk) and Perry Holt (Blacksburg).

The seventh meeting of the Steering Committee was held at the Central YMCA on the afternoon of March 20, 1959 with Dr. Buck presiding. The minutes of the February ~~14~~ 27 meeting were approved as mailed.

Mr. Lightsey reported that his talk, "The Work and Growth of the Committee for Public Schools", which had been prepared for a Richmond area public meeting, had been mimeographed. He hoped that this would serve as an introduction of the work of the Committee for new groups being formed. He reported that groups were now organized in 11 communities throughout the state.

Dr. Buck reported on the excellent beginnings of a new committee in Lynchburg. He has sent letters to the presidents of 70 educational associations throughout the state explaining the work of the Virginia Committee for Public Schools, and urging them to support the Committee's work. He requested that copies of the letter be sent to representatives in each school. He expressed the feeling that there were many potential members among the school teachers of the state. He also reported that he had sent letters to a number of college faculties explaining the Committee's work and requesting their support. He then gave a brief analysis of the hearings before the Perrow Commission. There were 70 presentations. Sixteen opposed the report, ten left doubts as to their stand, and 40 requested that public schools be maintained. There were 12 speakers representing the Committees for Public Schools.

Mr. Lightsey reported that the Fairfax PTA newsletter devoted a full page to the work of the Committee for Public Schools. He is hopeful that the PTA's will give more active support to the work of the public school committees. He urged that the local committees contact the Perrow Commission and urge them to follow Senator Breeden's suggestion that sub-committee reports be made public.

It was agreed that there would be a press release following the meeting, giving the names of new members to the Advisory Board.

Richmond, Dr. Sydnor reporting. A public meeting was held, at which 165 persons were present. Permanent officers were elected; there were talks by Mr. Lightsey, Dr. Rader and Mr. Little. The meeting received excellent coverage in the press. An appeal for funds brought in $407. The Committee now has approximately 2,000 members.

Arlington, Mrs. Weihe reporting. The situation has been generally quiet in the Arlington area. She felt that the work of the Committee needed to be better interpreted to the community at large. They had received $400 from a recent mail appeal. The Committee has over 4,000 members.

It was reported that the Alexandria Committee has approximately 1,000 and the Fairfax Committee has approximately 2,700 members.

Blacksburg, Mr. Holt reporting. Leadership of the Committee has come largely from the VPI faculty. They are planning radio talks and a mass meeting to be held at the time

(over)

of the opening of the Legislature. The Committee has been receiving good publicity in the local press. The Committee now has approximately 300 members. Members of the Blacksburg Committee have helped organize a new committee in Christiansburg which now has 35 members.

Charlottesville, Mr. Gianniny reporting. The Executive Board of the Committee has been reorganized and Mr. Knox Turnbull, prominent Charlottesville business man, has been elected president. The Committee feels greatly encouraged now that it is gaining the support of responsible business leaders in the community. They feel that the primary concern of the Committee is to help prepare the community for the opening of desegregated schools in the fall. Membership in the Committee stands at about 1,000. Col. Miller called attention to the effectiveness of a few community leaders working quietly with those officials responsible for establishing community and state policy. He pointed to the success of the Charlottesville business men's statement.

Front Royal, Mr. Burnett reporting. He gave a rather detailed account of the tragic situation which has developed in Front Royal. He expressed the feeling that the School Committee was going to have to get more actively involved in local politics. The Committee's membership continues at approximately 200. He reported that Governor Almond had accepted an invitation to address the graduating class of a private school in Front Royal.

Peninsula, Mr. Hewins reporting. He reported that the membership was approximately 400. He raised the question as to what was the most effective means of advertising and of enlisting support of local business men.

Norfolk, Judge Cochran reporting. The Committee has been incorporated. Mr. Brewer resigned as president and Dr. Forrest White has been elected the new president. The Committee has accepted its $1,800 quota for the budget of the State Committee. They will not be able to send much money to the State Committee at present, as they will have the continuing cost of litigation. Membership stands at approximately 7,000.

Waynesboro, Mr. Anderson reporting. They are planning a public organizing meeting on April 5. There are approximately 530 members in the Virginia Committee from Waynesboro.

Rockingham County. It was reported that approximately 450 persons attended a public meeting to hear about the work of the Committee for Public Schools. It was decided to organize a local Committee for Public Schools and a Steering Committee was appointed. It was suggested that Dr. Minor Miller be approached to help in organizing committees in the valley.

A discussion followed on the need for more adequate publicity on the work and activities of the Virginia Committee. Mr. Lightsey expressed the feeling that we needed to hire a person to work in this area. He noted that the plan for a state-wide ad had not materialized because we did not have enough money to pay for it.

There was considerable discussion as to whether the Virginia Committee should formulate a set of proposals to present to the Perrow Commission and to the members of the General Assembly. Col. Miller moved that the Committee prepare a statement expressing the point of view found in Mr. George Little's paper entitled "Constitutional Limitations Affecting Our Public Schools". The statement should also urge the re-enactment of a compulsory school attendance law. The motion was seconded by Judge Cochran and passed.

The poor financial situation of the Virginia Committee was brought to the attention of those present. It was reported that if all financial commitments were met, there would be a deficit of $900.

The meeting was adjourned at 6 p.m.

Eugene Pickett, Secretary

VIRGINIA COMMITTEE FOR PUBLIC SCHOOLS RECEIVED APR 2 1959

Steering Committee - Executive Board Meeting
Saturday, April 4, 1959

Present: J.L. Blair Buck (Richmond), William G. Willoughby (Bridgewater), Mrs. Constance F. Keeble (Charlottesville), Warren Cox (Arlington), W.A. Pritchard (Fairfax), Stanley King (Alexandria), Walter J. Kelly,III (Lynchburg), Mr. and Mrs. John H. Fitzgerald (Front Royal), H.W. Tulloch (Waynesboro), the Rev. Roy L. Sloop (Newport News), Elizabeth Weihe (Arlington), J.B. Sydnor (Richmond), Eugene Pickett (Richmond), Edmund Campbell (Arlington), George B. Little (Richmond) and Wm. M. Lightsey (Richmond).

The eighth meeting of the Steering Committee was held at the Central YMCA on Saturday, April 4, 1959, with Dr. Buck presiding. Mr. Edmund Campbell of the Virginia Committee for Public Schools, Legal Committee, reported on the legal implications of the Perrow Commission's report. He said that the Commission's report should be compared with the massive resistance legislation and not with what we might consider an ideal public education system. He expressed his personal feeling that a number of the bills proposed by the Perrow Commission would "fall of their own weight". He felt that while we might not be overly enthusiastic about the report, we should consider it quite fortunate that there had been no recommendation to remove or amend Section 129 of the State Constitution. He thought that the Virginia Committee should go on record in opposing any of the provisions of the report that they felt would weaken public education. He said the Committee should continue to take a firm stand that Section 129 not be amended or changed.

The Legal Committee made the following recommendations on specific bills of the Perrow Commission's report for the Steering Committee's consideration:

1. Compulsory attendance bill: The Legal Committee felt that Section 4 of the bill offered suffici : protection to localities without a specific local option feature of the bill. It therefore recommended that Section 24 and 25 not be included in the bill. Dr. Sydnor moved that the Committee indorse this recommendation. The motion was seconded and passed.

2. The bill to provide transportation to private schools: The Legal Committee recommended that this bill be changed to clearly indicate that those school boards providing transportation to private schools must also provide transportation to public schools. Mr. Campbell moved that the Committee indorse this recommendation. The motion was seconded and passed.

3. Surplus property bill: The Legal Committee recommended that a "recapture clause" be included in the bill authorizing courts to allow school boards to have an option to repurchase within 5 years at the original sale price, taking into account, of course, depreciation and improvements. It also recommended that the Committee raise the question of constitutionality of the whole act. It was moved, seconded and passed that the Committee indorse this recommendation.

4. Enrollment and transfer bill: The Legal Committee had no recommendations to make concerning this bill.

5. Student scholarship bill: The Legal Committee had no recommendations to make concerning this bill.

6. Bill changing budget procedure for public schools: The Legal Committee felt that this bill offered the most serious threat to maintaining an efficient state-wide system of public schools; however, it had no specific recommendations to offer. It was moved, seconded and passed that the Virginia Committee should bring to the attention of the General Assembly the inadequacy of Section 22-120.3 of this bill.

(Over)

Mr. Lightsey suggested that the Virginia Committee make its position public concerning (1) its general approval of the Perrow Commission's report, but not without reservations, (2) continued opposition to amending or changing Section 129, (3) to re-affirm our position taken in the hearings before the Perrow Commission.

It was moved, seconded and passed that a news release be made on the Waynesboro public meeting on Sunday, setting forth the Virginia Committee's position on the Perrow Commission report; that this statement, with a covering letter, be sent to all legislators. The President and the Executive Director would have the authority to prepare such statements.

It was moved, seconded and passed that the Virginia Committee have a spokesman before all legislative committees holding hearings on the Perrow Commission's report.

It was moved, seconded and passed that the President and Executive Director, in consultation with Mr. Little, be authorized to prepare a reply to an anticipated statement to be made by the Defenders.

Mr. Lightsey reported that he had been helping to organize committees in Blacksburg, Christiansburg, Radford, Abingdon, Rockingham County and Danville. He stressed the need for keeping the name and work of the local committees before communities throughout the state.

Mr. John Fitzgerald reported that he had been in touch with people in Tazewell, Winchester and Staunton and hoped that committees would be organized in these communities.

Rockingham County, Mr. Willoughby reporting. The Committee has a membership of approximately 450. Two hundred persons signed membership cards at their first public meeting. Another meeting will be called to discuss the Perrow Commission's report and to draft resolutions to be sent to their delegates in the State Legislature.

Waynesboro, Mr. Tulloch reporting. A public meeting will be held tomorrow, April 5, with Dr. Buck and Mr. Lightsey as speakers. The Committee has approximately 530 members.

Lynchburg , Mr. Kelly reporting. The Committee started with a Steering Committee of 40, including many prominent community leaders and now has approximately 450 members.

Fairfax. Mr. Pritchard reported that the Committee has approximately 4,700 members.

Alexandria. Mr. Stanley King reported a membership of approximately 600.

Front Royal, Mr. Fitzgerald reporting. The Board of Supervisors plans to cut off all funds for public schools. A petition in support of this proposal was signed by 6,000 persons. The Committee plans to start study groups throughout the community that will stress the need for public schools.

Newport News, Rev. Sloop reporting. The Committee has found it difficult to enlist the support of prominent community leaders. They have approximately 350 members and have raised $450.

Richmond, Dr. Sydnor reporting. The local Committee has sent to each member of the General Assembly a copy of Mr. Little's and Dr. Rader's statements. The Committee has a membership of approximately 2,100.

Dr. Sydnor reported that the Virginia Committee had received $4,825 from local committees and interested individuals. The Virginia Committee has a proposed budget of $12,000 to carry it through the middle of May. The need for more money is obvious. It was suggested that financial appeals at public meetings are the best means of raising funds.

The meeting was adjourned at 3:30 p.m.

Eugene Pickett, Secretary

May 27, 1959

Mr. William M. Lightsey
Executive Secretary
Virginia Committee for Public Schools
Room 3, Broad-Grace Arcade Building
Richmond 19, Virginia

Dear Bill:

Thanks for your letter and the materials you have billed us for at Ben Muse's request. You will receive our check for the latter shortly.

Paul Rilling had told me that the Virginia Committee's financial situation is quite bleak, as your letter confirms. I am very sorry to learn of this, and only wish there were something we could do to help the Committee continue at full tilt. Perhaps the history you are preparing will, when published, generate some interest on the part of "angels" who would be willing to make non-tax-exempt gifts to carry on the work. In any case, I am looking forward with interest to seeing the manuscript.

Cordially,

Harold C. Fleming
Executive Director

HCF/mf

Virginia Committee for Public Schools

ROOM 3, BROAD-GRACE ARCADE
Richmond 19, Virginia

RECEIVED MAY 22 1959

May 21, 1959

TELEPHONE MILTON 9-0559

ADVISORY BOARD
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Richmond
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Richmond
Mrs. Douglas S. Freeman
Richmond
Rabbi Ariel L. Goldburg, D.D.
Richmond
Mr. Newman Hamblet
Richmond
Mr. John L. Hammond
Charlottesville
Most Rev. Joseph H. Hodges, D.D.
Richmond
Mr. Albert G. Hofheimer
Norfolk
Mr. Edwin T. Holland
Arlington
Miss Pela Plummer Hundley
Newport News
Mrs. W. W. Kavanaugh
Roanoke
Rt. Rev. W. H. Marmion, D.D.
Roanoke
Dr. Peter Mellette
Richmond
Mr. Benjamin Muse
Manassas
Dr. William F. Quillian, Jr.
Lynchburg
Mr. Leroy Spigel
Newport News
Mr. Louis Spilman
Waynesboro
Mr. Beecher E. Stallard
Richmond
Dr. Louis Rader
Waynesboro

OFFICERS
Dr. J. L. Blair Buck
President
Mr. Edmund Campbell
Vice-President
Judge H. G. Cochran
Vice-President
Col. Francis Pickens Miller
Vice-President
Mr. Knox Turnbull
Vice-President
Dr. James R. Sydnor
Treasurer
Mr. Eugene Pickett
Recording Secretary
Mr. William M. Lightsey
Executive Secretary

Mr. Harold C. Fleming, Executive Director
Southern Regional Council, Inc.
Room 432, 63 Auburn Avenue, N. E.
Atlanta 3, Georgia

Dear Harold:

I mailed you a statement yesterday for the material we have furnished you. The prices used were those suggested by Benjamin Muse.

I am somewhat concerned about our ability to continue active operation of the central headquarters of our Virginia Committee. The concern is largely one of financing. I have a number of ideas that I am working on, though, and hope some of them will pay off. The chances of getting tax-exempt status seem to be about nil - at least for another six months or year.

I am completing my 90 day contract period with the Virginia Committee by spending two days a week in Richmond or elsewhere in the State, for the remainder of this month and the month of June. I hope we can continue operations on a limited scale after June 30. If necessary, I believe we can handle it from Arlington with volunteer help from our Arlington, Alexandria, and Fairfax-Falls Church Committees.

I have promised Paul Rilling and Ben Muse that I would complete the "history" story of our Committees next week. I hope I will have something that a major magazine will agree to use. I will make xx the draft available to Paul and Ben, hoping that you can get an article in "New South ".

Sincerely,

Bill Lightsey

William M. Lightsey
Executive Secretary

LOCAL COMMITTEES: Alexandria, Arlington, Blacksburg, Charlottesville, Christiansburg, Fairfax-Falls Church, Lynchburg, Norfolk, Peninsula, Richmond, Rockingham, Warren County, Waynesboro.

Same ltr. sent to: Mrs. Joe R. Brewer
Mr. Seymour Samet

May 28, 1959

Mr. William M. Lightsey
Executive Secretary
Virginia Committee for Public Schools
Room 3, Broad-Grace Arcade
Richmond, Virginia

Dear Mr. Lightsey:

Enclosed are the first four reports in a new series of discussions concerning the present school crisis.

If you should find these reports of sufficient value to distribute to others in your organization, we would be happy to supply you with the required number. Or, if you would like us to add some names of others in your organization to our basic mailing list for these reports, please let us know.

With best wishes,

Sincerely,

John Constable
Director of Information

JC/mf
Enclosures - 4

July 1, 1959

Mr. William Lightsey
Virginia Committee for Public Schools
Room 3, Broad-Grace Arcade Building
Richmond 19, Virginia

Dear Bill:

I was terribly sorry to miss you last week. Your coming was a great boon to the HOPE group; they are very pleased and grateful, as we are.

It would have been good to hear more about your progress. My uninformed associates evidently didn't even inquire about your campaign. As I recall, D-Day is here. The best of luck.

Sincerely,

Harold C. Fleming
Executive Director

HCF/mf

Virginia Committee for Public Schools

ROOM 3, BROAD-GRACE ARCADE
Richmond 19, Virginia
TELEPHONE MILTON 9-0559

Rec'd 6-24-59

June 22, 1959

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Mr. Newman Hamblet *Richmond*
Mr. John L. Hammond *Charlottesville*
Most Rev. Joseph H. Hodges, D.D. *Richmond*
Mr. Albert G. Hofheimer *Norfolk*
Mr. Edwin T. Holland *Arlington*
Miss Pela Plummer Hundley *Newport News*
Mrs. W. W. Kavanaugh *Roanoke*
Rt. Rev. W. H. Marmion, D.D. *Roanoke*
Dr. Peter Mellette *Richmond*
Mr. Benjamin Muse *Manassas*
Dr. William F. Quillian, Jr. *Lynchburg*
Mr. Leroy Spigel *Newport News*
Mr. Louis Spilman *Waynesboro*
Mr. Beecher E. Stallard *Richmond*
Dr. Louis Rader *Waynesboro*

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Mr. Knox Turnbull *Vice-President*
Dr. James R. Sydnor *Treasurer*
Mr. Eugene Pickett *Recording Secretary*
Mr. William M. Lightsey *Executive Secretary*

Mr. Harold Fleming, Executive Director
Southern Regional Council, Inc.
Room 432, 63 Auburn Avenue, N. E.
Atlanta 3, Georgia

Dear Harold:

As you may know, I am meeting with a group of HOPE, Inc., people in Atlanta on this coming Thursday evening. I will arrive in Atlanta early Thursday morning.

Would it be possible for you to have lunch with me Thursday at around noon? I have asked Mrs. Harris of HOPE to let me spend an hour or two with her or someone else familiar with the work and plans of their organization, in order that I may be better prepared for the evening.

If a luncheon date with me is not convenient to your schedule, you might check with Mrs. Harris. I would be glad to have a talk with you at any time that would not conflict with the appointment I requested of her. I suggested that that appointment could be either at 10:00 a.m. or 2:00 p.m. I would like to reserve the time after ~~2xx~~ about 4:00 p.m. to outline my points of discussion for the evening meeting.

My purpose in wanting to talk to you is to bring you up-to-date with the Virginia situation and with the outlook on my personal plans.

Sincerely,

William M. Lightsey

William M. Lightsey
Executive Secretary

P.S. I will call your office about 9:00 Thursday morning

LOCAL COMMITTEES: Alexandria, Arlington, Blacksburg, Charlottesville, Christiansburg, Fairfax-Falls Church, Lynchburg, Norfolk, Peninsula, Richmond, Rockingham, Warren County, Waynesboro.

July 21, 1959

Mr. William M. Lightsey
Executive Secretary
Virginia Committee for Public Schools
Room 3, Broad-Grace Arcade
Richmond 19, Virginia

Dear Bill:

Thanks for your letter and enclosures. Although we sympathize with the difficult financial situation of the Virginia Committee, it is encouraging to learn of the plans to continue an effective program for a further period. In fact, the Mid-Summer Report is a good document all around.

I have read with interest your historical account of the Virginia Committee, and Ben Muse and I have agreed it will be published. While the decision is not yet absolutely final, we incline toward the idea of the pamphlet being published by the Messenger Press and bearing simply that imprint. You will hear from us further about this. Meanwhile, I am enclosing checks to cover your Atlanta expenses and honorarium, and also a fee for preparation of the history.

With all good wishes,

Sincerely,

Harold C. Fleming
Executive Director

HCF/sl
Encls.
cc: Col. Benjamin Muse

Virginia Committee for Public Schools

ROOM 3, BROAD-GRACE ARCADE
Richmond 19, Virginia
TELEPHONE MILTON 9-0559

RECEIVED JUL 20 1959

July 17, 1959

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Mrs. Margaret Denny Dixon *Richmond*
Mrs. Douglas S. Freeman *Richmond*
Rabbi Ariel L. Goldburg, D.D. *Richmond*
Mr. Newman Hamblet *Richmond*
Mr. John L. Hammond *Charlottesville*
Most Rev. Joseph H. Hodges, D.D. *Richmond*
Mr. Albert G. Hofheimer *Norfolk*
Mr. Edwin T. Holland *Arlington*
Miss Pela Plummer Hundley *Newport News*
Mrs. W. W. Kavanaugh *Roanoke*
Rt. Rev. W. H. Marmion, D.D. *Roanoke*
Dr. Peter Mellette *Richmond*
Mr. Benjamin Muse *Manassas*
Dr. William F. Quillian, Jr. *Lynchburg*
Mr. Leroy Spigel *Newport News*
Mr. Louis Spilman *Waynesboro*
Mr. Beecher E. Stallard *Richmond*
Dr. Louis Rader *Waynesboro*

OFFICERS
Dr. J. L. Blair Buck *President*
Mr. Edmund Campbell *Vice-President*
Judge H. G. Cochran *Vice-President*
Col. Francis Pickens Miller *Vice-President*
Mr. Knox Turnbull *Vice-President*
Dr. James R. Sydnor *Treasurer*
Mr. Eugene Pickett *Recording Secretary*
Mr. William M. Lightsey *Executive Secretary*

Mr. Harold C. Fleming, Executive Director
Southern Regional Council, Inc.
Room 423, 63 Auburn Avenue, N. E.
Atlanta 3, Georgia

Dear Harold:

Thank you for your expression of wishes for success in my political campaign in your July 1 letter. I was not nominated.

I am enclosing an expense account for my trip to Atlanta in June. It was a most interesting and informative visit. I feel that the HOPE organization may have profited from some of our experiences in organizing local groups. HOPE indicated that the arrangements for my visit would be taken care of in the same manner as for my Little Rock trip in February.

With regard to honorarium, I would not ask for any except that I am making a substantial contribution to our Virginia Committee in view of their present financial plight.

I gave to your representative (whose name, I regret to say, excapes me now) with whom I had lunch in Atlanta on the 24th of June and who attended the HOPE meeting that evening, a copy of the "Historical Sketch of the Virginia Committees for Public Schools" that I had just completed. I asked him to give it to you. I hoped you could advise me whether the Southern Regional Council could use it in any way, or give me any other suggestions as to a way in which it might be used that would give some financial return to our Virginia Committee.

I am enclosing a copy of our "Midsummer Report to Members". This will bring you up-to-date on our Virginia situation.

Sincerely,

Bill Lightsey

William M. Lightsey
Executive Secretary.

LOCAL COMMITTEES: Alexandria, Arlington, Blacksburg, Charlottesville, Christiansburg, Fairfax-Falls Church, Lynchburg, Norfolk, Peninsula, Richmond, Rockingham, Warren County, Waynesboro.

Richmond, Virginia
July 17, 1959

To: Mr. Harold C. Fleming, Executive Director
Southern Regional Council, Inc.

From: William M. Lightsey, 231 N. Evergreen St., Arlington 3, Va.

Subject: Statement of Expenses for Atlanta Trip to HOPE - June 24, 1959

Left Richmond, Virginia7:10 p.m., June 23, 1959
Arrived Atlanta, Georgia 8:25 a.m., June 24, 1959
Left Atlanta, Georgia 7:15 p.m., June 25, 1959
Arrived Richmond, Virginia 7:15 a.m. June 26, 1959

NOTE: Times given for departure from Atlanta and arrival in Richmond are times that would have applied had I returned directly. I actually went from Atlanta to Columbia, S. C., spending the week-end with rfiends and relatives at my original home in South Carolina.

Expenses listed below are only those that would have been incurred had I returned directly to Richmond.

Trip Expenses:

Round-trip rail ticket Richmond-Atlanta - -	$ 49.23
Roomette - round trip Richmond-Atlanta- - -	24.42
Taxi to RR station in Richmond - - - - - -	.75
Taxi to hotel in Atlanta- - - - - - - - - -	.50
Taxi from hotel in Atlanta to RR station- -	.50
Meals - Dinner 23rd, breakfast 24th, breakfast, lunch, and dinner 25th, and breakfast 26th- - - - - - - - - -	15.50
Tips - hotel bellboy, taxi, Pullman porter and waiters- - -	5.70
Total expenses for trip- - - - - - - - -	$ 96.60

William M. Lightsey
William M. Lightsey
Executive Secretary

Virginia Committee for Public Schools

ROOM 3, BROAD-GRACE ARCADE
Richmond 19, Virginia

July 16, 1959

TELEPHONE MILTON 9-0559

ADVISORY BOARD
Mr. Wilson M. Brown *Richmond*
Mrs. J. L. Blair Buck *Richmond*
Mrs. Margaret Denny Dixon *Richmond*
Mrs. Douglas S. Freeman *Richmond*
Rabbi Ariel L. Goldburg, D.D. *Richmond*
Mr. Newman Hamblet *Richmond*
Mr. John L. Hammond *Charlottesville*
Most Rev. Joseph H. Hodges, D.D. *Richmond*
Mr. Albert G. Hofheimer *Norfolk*
Mr. Edwin T. Holland *Arlington*
Miss Pela Plummer Hundley *Newport News*
Mrs. W. W. Kavanaugh *Roanoke*
Rt. Rev. W. H. Marmion, D.D. *Roanoke*
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Mr. Knox Turnbull *Vice-President*
Dr. James R. Sydnor *Treasurer*
Mr. Eugene Pickett *Recording Secretary*
Mr. William M. Lightsey *Executive Secretary*

To: (1) Executive Boards of Local Committees
(2) Members of Advisory Board
(3) Individual Members-at-large

From: J. L. Blair Buck, President

Subject: Urgently Important Mid-summer Report

THE EFFECTIVENESS AND EXTENT OF CONTINUED OPERATION OF THE VIRGINIA COMMITTEE FOR PUBLIC SCHOOLS DEPENDS ON THE RESPONSE AND RECOMMENDATIONS RECEIVED FROM THIS REPORT NOT LATER THAN AUGUST 15, 1959.

The attached report includes the following:

1. Analysis of Democratic Primary Results.
2. The Need for Continuing State Committee Operations.
3. Present Financial Situation.
4. Proposed Budget for August Through January.
5. Financial Appeal.

Local Committees - Local Committee Executive Boards are asked to carefully review the attached report and write this office not later than August 15 giving (1) recommendations concerning the future operations of the State Committee and (2) the monthly amount your committee can contribute to continued State-wide operations for the six-month period August through January.

Advisory Board Members - Your recommendations concerning continued State Committee operations will be appreciated. Also, such financial support as you can give or obtain will help meet a present vital need.

Individual Members-at-large - Any suggestions you have will be welcome. Also, will you each send NOW at least $2.00 to help finance the Committee through next January? A Stamped envelope is enclosed.

LOCAL COMMITTEES: Alexandria, Arlington, Blacksburg, Charlottesville, Christiansburg, Fairfax-Falls Church, Lynchburg, Norfolk, Peninsula, Richmond, Rockingham, Warren County, Waynesboro.

VIRGINIA COMMITTEE FOR PUBLIC SCHOOLS
Room 3, Broad-Grace Arcade
Richmond 19, Virginia

July 15, 1959

MID-SUMMER REPORT TO MEMBERS

I. Analysis of the July 14 Democratic Primary Results - The forces backing the moderate Almond program for continued public education in Virginia generally withstood a massive attempt, by those extremists who would sacrifice the public schools to prevent any integration anywhere, to gain control of both houses of the General Assembly.

Particularly heartening were the Senate victories, over strong opposition, of Boothe of Alexandria, Breeden of Norfolk, Haddock, Willey, and Bemiss of Richmond, Newton of the 29th District, and Wilson of Newport News-Hampton. It would now appear that the Governor will have the support of at least 23 of the 40 Senators when the General Assembly convenes in January. This is a slight improvement over the 20-19 division by which the Perrow program passed the Senate last April.

In the House of Delegates the picture appears less bright. Major disappointments were the failure of Delegates Hill of Charlottesville and Hunt Whitehead of Pittsylvania to gain reelection and the defeat of Candidates MacFarlane of Fredericksburg-Spottsylvania and Parker of Richmond. On the other hand, the thumping defeat of extremist-backed candidates for the House of Delegates in Arlington, Fairfax, and Norfolk may have prevented a change of control of the House. The House picture cannot be accurately assessed because of the relatively obscure positions of a number of the newly-elected members. It would seem, however, that the pro-public education forces will retain a slim edge when the General Assembly reconvenes in January.

II. The Need for Continuing Effective State Committee Operations - Governor Almond and several members of the General Assembly have indicated an urgent need for the Committees for Public Schools to continue as a growing, vocal force on behalf of the State public school system - at least through the January 1959 session of the General Assembly. They feel that the strongest possible public support must be rallied to withstand the all-out efforts that will be made to take the State out of the public school business.

As indicated above, there now appears to be a narrow and uncertain majority in both houses of the General Assembly that will resist attempts to return Virginia to a "massive resistance" policy that would result in more closed public schools. These members will be subjected to constant and powerful pressures during the coming months - pressures from the emotional extremists who cannot tolerate a moderate solution to our problem. These members and the general public need to know that the strength of the Committees for Public Schools is growing and expanding throughout Virginia.

Furthermore, some of the results of the Democratic primary indicate that continued growth of our Committees may convince other

members of the General Assembly, heretofore opposed to a course of reason, that their constituents and the people of Virginia in general will not continue to support legislators who persist in a course of intolerance that means the sacrifice of public education.

There are concerned people in many areas of the State who are anxious for assistance in organizing local Committees for Public Schools. Among these are Buena Vista, Bristol, Danville, Fredericksburg, Hampton, Lexington, Portsmouth, Prince William County, Roanoke, Staunton, and others. The organization of these new Committees is a "must" if the full potential of our efforts are to be realized.

Another important need for additional local groups is the leadership they can offer in their community in the time of a local public school crisis. Present legislation leaves in the hands of local school boards and governing bodies complete power to determine whether public education will be continued or will be sacrificed as in Prince Edward County. The existence of a local Committee for Public Schools, as a rallying point for the thinking people who recognize that disaster will enevitably follow abandonment of their public schools, can prevent many communities following the paths of Front Royal and Prince Edward. Each additional Front Royal or Prince Edward lends strong support to those who would have Virginia abandon all State responsibility for public education.

Even in those communities where the local officials are following a course of reason, these officials need the support that comes with the knowledge that there is a strong local group supporting their position.

At the July 11 meeting of the Executive Board of the State Committee, the members present were of the unanimous opinion that the growth and expansion of local Committees could be accomplished only with the continued operation of the State office and employment of an Executive Secretary, at least on a part-time basis.

III. Present Financial Situation - The following report shows the financial situation of the State Committee as of July 15:

1.	Receipts since organized:		
	From local committees - - - - - - - -	$6,527.00	
	Direct from individuals - - - - - - -	2,156.00	
	Total receipts - - - - - - - - - - - - - - -		$8,683.00
2.	Obligations since organized:		
	Paid out for all purposes - - - - - -	$8,641.71	
	Due and payable July 15 - - - - - - - -	782.00	
	Total obligations- - - - - - - - - - - - - -		$9,423.71
3.	Net Deficit (Item 2 minus Item 1)- - - - - - - - - -		$ 740.71

Note: This deficit consists of unpaid amounts as follows: Salary of Executive Secretary, $300; Expenses of Executive Secretary, $350; and miscellaneous bills, $90.71.

4. Status of contributions from Committees:

Committee	Quota	Paid	Balance	Adj. Quota*	Adj. Bal.
Arlington	$ 2,452	$ 2,452	$ -0-	$ 2,452	-0-
Alexandria	700	455	245	455	-0-
Blacksburg	300	125	175	195	70
Charlottesville	1,050	600	325	680	80
Christiansburg	200	-0-	200	135	135
Fairfax-Falls Church	700	-0-	700	455	455
Lynchburg	600	390	210	390	-0-
Norfolk	1,500	825	675	975	150
Peninsula	325	325	-0-	325	-0-
Radford	200	-0-	200	135	135
Richmond	2,500	950	1,550	1,625	675
Rockingham County	200	-0-	200	135	135
Warren County	300	195	105	195	-0-
Washington County	300	10	290	195	185
Waynesboro	300	200	100	200	-0-
Totals	$11,627	$ 6,527	$4,975	$ 8,547	$2,020

* This adjusted quota represents 65% of original quota.

IV. Proposed Budget for August Through January - The following estimate of expenses for the operations of the Virginia Committee for Public Schools is based on part-time operation of the State office and the part-time employment of Bill Lightsey as Executive Secretary.

At its July 11 meeting, the Executive Board recommended that this proposed budget be prepared and presented to the local Committees for their consideration and approval, in the belief that this part-time operation through January should be carried on, if at all possible.

This proposed budget would allow for paid secretarial help for four hours a day for an average of 15 days a month, or 90 days for the six-month period. It would provide for salary and expenses for Mr. Lightsey for an average of 15 days a month, or 90 days for the six-month period. A large part of his time would be spent in travel about the State, working on the organization of local Committees. He would endeavor to plan this work so that he would be available in Richmond during the January session of the General Assembly. Mr. Lightsey has offered to do this for a total salary for the six-month period of $2,000, with the same arrangements for expenses for days actually worked that he had during the spring. Knowing his effectiveness in lending assistance in the organization of new groups and in working with the members of the General Assembly, we feel that the Virginia Committee is indeed fortunate that Mr. Lightsey is able to offer his services for this very low salary.

The Executive Board agreed to pay Mr. Lightsey $4,000 for a 90-day period beginning February 15, 1959, knowing he would be working six or seven days a week and for long hours. He worked full-time until May 1, when he agreed to spread his remaining time over a longer period, working a day or two a week in Richmond, with a few trips to help organize local units. He has continued this to the present time, giving us a total of more than 100 days work, averaging more than 10 hours a day.

Cost of State Operations, August 1 through January 31:

Salary for Executive Secretary	$ 2,000
Expenses for Executive Secretary	1,200
Part-time secretarial help	250
Duplicating, postage, etc.	250
Telephone, including long-distance	125
Rent for office	120
Miscellaneous	55
Total	$ 4,000

Proration of Cost of State Operations, August Through January:

Committee	Amount Needed Monthly
Arlington	$ 150
Alexandria	100
Blacksburg	15
Charlottesville	50
Christiansburg	10
Fairfax-Falls Church	100
Lynchburg	30
Norfolk	(See Note)
Peninsula	20
Radford	10
Richmond	100
Rockingham County	20
Warren County	15
Washington County	20
Waynesboro	30
Total	$ 670

NOTE: This apportionment is based primarily on the present membership of the several committees, pro-rated to provide the amount needed for the six-month budget, with one significant exception.

Norfolk was excluded because this Committee has obligated itself for more than $10,000 court costs for the famous case which spelled the end of the "massive resistance" laws. They still have several thousand dollars to raise to meet this obligation.

$670 per month, times 6 months, equals $4,020.

V. Financial Appeal -

Local Committees - Unless local Committees can undertake the support of the State Committee operations for the next six months, the proposal set forth in this report cannot be carried out. Each Committee is asked to advise us in writing, not later than August 15, of the monthly amount they are willing to undertake as a share of State expenses for the August-January period.

Advisory Board Members - There is an urgent need for funds to meet present committments and continue State Committee operations. Such financial support as you can give or obtain from others will be a great help.

Individual Members-at-large - We know you are anxious to help continue the work we have started. We are asking each member to send at least $2.00 NOW to help insure the continued effective operation of your Committee. A stamped envelope is enclosed.

Sincerely,

J. L. Blair Buck, President

PR ✓
return HCF ✓
MF

RECEIVED JUL 27 1959

231 North Evergreen St.
Arlington 3, Virginia

July 24, 1959

Mr. Harold C. Fleming, Executive Director
Southern Regional Council, Inc.
Room 432, 63 Auburn Avenue, N. E.
Atlanta 3, ~~Virginia~~ Georgia

Dear Harold:

Your letter of July 21 and the enclosed checks were much appreciated.

The substantial contribution which I am now able to make to the Virginia Committee insures our getting out of the red for activities to date. I am enclosing a copy of my letter to Blair Buck of this date which you may find of interest.

Preliminary responses to our "Midsummer Report" are encouraging. I believe we will be able to continue a reasonably effective organization through January.

I shall be looking forward to hearing from either you or Col. Muse regarding plans for printing our historical sketch. I am sure whatever you decide to do will be the best.

Thank you so much for your interest and cooperation. If I can be of any assistance during the coming months, please call on me.

Sincerely,

Bill

William M. Lightsey

cc: Col. Benjamin Muse

July 24, 1959

To: Dr. J. L. Blair Buck, President

From: William M. Lightsey, Executive Secretary

Subject: Visit to Richmond Next Week to Review Financial Situation.

Today I received a check for expenses and honorarium for my June trip to Atlanta. I also received a check for $300.00 as a "fee for preparation of the history".

I have a contribution for the Virginia Committee of $500.00 which I can now make. I will bring my personal check for this amount when I come down next week.

I think it will be a good idea for me to come down next week for at least a day, to look over our bills and arrange to pay them before the end of the month. Will you see if Sue can work with me at the office next Thursday? Also, I hope you can join me for at least a couple of hours on that day. If Thursday does not suit, I co uld come either Wednesday or Friday.

I have not yet been successful in my Fairfax-Falls Church contacts, but hope to pry something loose before August 15.

I know you appreciated the letter from Armistead Boothe to Stanley King. That should give a lot of incentive to the Alexandria Committee. I have written "Army".

The enclosed $2 check is from my good friend Fred P. Entler, of Bristol, District PTA Director. I have acknowledged.

The correspondence you sent me with your July 21 letter is enclosed.

Expect to see you next week.

cc: Benjamin Muse
Harold C. Fleming

BENJAMIN MUSE
Manassas, Virginia

$300.00
app
2,500 copies

July 31

Dear Harold:

Here is Lightsey Ms. as revised by me--with suggested title and cover.

I would be ready to go ahead with it, but any suggestions from that end will be appreciated.

Regards.

Ben

This copy need not be returned to us unless there are changes.

ORGANIZING TO SAVE PUBLIC SCHOOLS...

How Virginians rallied to the defense of the public school system in the Virginia Committee for Public Schools

fl 18B2dc

Foreword

This story of the Virginia Committee for Public Schools, tells how citizens concerned over the safety of public schools in Virginia ~~have~~ organized in a body 25,000 strong, and how this organization has played a significant part in meeting threats to the public school system of this state.

The author is William Marion Lightsey, Executive Secretary of the Virginia Committee for Public Schools, who was assisted by Dr. J. L. Blair Buck, President of that organization.

Mr. Lightsey is a native of South Carolina, now residing in Arlington, Virginia, who was until recently an official of the United States Department of Agriculture. He has been a leader for many years in Parent-Teacher Association activities. He was a ~~A~~ charter member of the Arlington Committee for Public Schools and its President during the crucial fall of 1958, ~~He~~ He was active in the Virginia Committee from its inception.

Dr. Buck was an official of the Virginia Department of Education from 1929 until his retirement in 1956. He is the author of the historical work, "The Development of Public Schools in Virginia."

(All 10 pt. unless marked otherwise)

The Messenger Press

Manassas, Va.

The Virginia Committee for Public Schools

By William M. Lightsey

The Virginia Committees for Public Schools were not intended to replace the Parent-Teacher Associations, the Virginia Education Associations, or other of those groups which have labored long and effectively on behalf of public education in Virginia. The Committees for Public Schools stepped in to fill a void left by the initial failure of other organizations, for a variety of reasons, to embark on the strong statewide program necessary to convince Virginia lawmakers that Virginians did not want to sacrifice their public schools.

Many members and leaders of the Committees for Public Schools are also members of the P-TA, the VEA, or other groups concerned with public schools and with the general welfare. The singleness of purpose of the Committees for Public Schools permits these members of other groups to participate in the coordinated, fast-moving action program necessary to meet an emergency.

The purpose of the Virginia Committee for Public Schools is simply stated on its membership card:

> "We affirm our determined support of free public education for every child in Virginia. We believe this should continue to be guaranteed by the Constitution of Virginia."

One Year's Progress

The movement began separately in several different communities. It began first in Arlington in April, 1958, with a meeting of community leaders who were afraid their public schools would be closed in September under the state's "massive resistance" laws. It began in Charlottesville,

Norfolk and Front Royal (Warren County,) when the opening of public schools in these localities was prevented in September 1958. It began in Richmond, and other areas not immediately threatened with school closings, when it became evident in late 1958 that the courts would invalidate the "massive resistance" laws. The prospect that the General Assembly would be called into special session raised the danger of legislation threatening public schools.

At the end of the first year, in July 1959 more than 25,000 white Virginia residents held membership in the Virginia Committee for Public Schools. Local Committees for Public Schools were organized and operating in fifteen cities and counties: Alexandria, Arlington, Blacksburg, Charlottesville, Christiansburg, Fairfax-Falls Church, Lynchburg, Norfolk, Newport News and Peninsula Area, Radford, Richmond, Rockingham County, Warren County, Washington County, and Waynesboro.

Meanwhile, the Virginia Committee for Public Schools had had a profound and salutary effect upon legislation and state policy in Virginia.

Arlington (18T ok

~~Arlington Points the Way~~

In the spring of 1958 a group of citizens met to assess the possible application of the Virginia "massive resistance" laws in Arlington County and to consider whether there was a need for a citizens' organization other than groups like the Parent-Teacher Associations and the local Citizens Committee for School Improvement which already concerned themselves with school problems.

It was decided that a new organization was needed to draw all segments and philosophies of the community together in support of ~~the~~ a single objective: the prevention of the closing of the public schools of Arlington.

Of basic importance was an initial decision that the policy of the organization would be to support neither segregation, nor integration, of the schools -- and that this policy must be continually emphasized. From its inception the group included segregationists and citizens of many shades of opinion on this question.

After several meetings and much discussion and planning, on May 1, 23 Arlington citizens issued the following statement:

"The undersigned Arlington citizens and parents, alarmed about the future of our public schools, have been considering ways and means to assure maintenance of public education in Arlington next fall. This is necessitated by the prospective application of Virginia State laws closing schools under Federal court action outlawing segregation. For this reason we have formed an interim Organizing Committee to Preserve Public Schools, and we invite all like-minded persons who share our concern to join with us. We shall see that the public is kept fully informed on developments in this matter.

"The Organizing Committee has concluded so far:

1. We are determined to pursue every legal means to keep public schools open.
2. We are here concerned neither with perpetuating segregation in schools nor in hastening integration.
3. We oppose entrusting public education to private hands having no responsibility or accountability to the general public.
4. We have faith in Arlington's ability to meet its public education problems.
5. We recognize the excellence of the teaching and administrative staff in Arlington schools. We assure them that the community

values its educational system and that it is determined to maintain its public schools. We urge Arlington teachers to stand with the community in the days ahead."

Response to this announcement clearly indicated that citizens wanted an organization which would work solely for the preservation of public schools and which could unite thousands of Arlingtonians in this one crucial purpose. An enlarged organizing group held a meeting on June 12, which was attended by nearly 700 people. This meeting established the Arlington Committee to Preserve Public Schools. It adopted by-laws and elected officers and an Executive Board. The by-laws included the five conclusions listed above.

Subsequent Activity of the Arlington Committee

During the summer months the Executive Board kept abreast of the legal and administrative aspects of this problem; conferred with local officials including the Arlington School Board and kept its membership informed. The latter now numbered over 3,300. Members of the Executive Board joined with other community leaders in conferring with Governor Almond and assuring him of the desire of the overwhelming majority of Arlington citizens to keep the public schools open.

The Legal Sub-committee studied various steps which individual citizens or local officials might take in State or Federal courts to insure continued public education. It came to the conclusion that the State school-closing and fund-withholding laws would be declared unconstitutional by the courts.

Late in August, after due deliberation, the Executive Board announced its decision that any suit designed to test the constitutionality of

the Virginia school-closing law would be inadvisable unless, or until, a school was actually closed. Members of the legal sub-committee, however, were prepared to be of assistance to plaintiffs whenever the filing of suits should become appropriate.

The immediate threat of school closings was temporarily relieved when the Federal Court early in September postponed until February, 1959, the effective date of admission of four Negro applicants to one of the Junior High Schools in the county.

During the fall of 1958 the interest and activity of the Arlington Committee was directed primarily to working with similar groups in other Virginia communities faced with the closing of public schools and to increasing the membership of the Arlington Committee, which had reached 4,500 by November.

Charlottesville 18

~~How It Began in Charlottesville~~

The opening of the Charlottesville public schools scheduled for September, 1958, was postponed by the school board pending the decision of the Federal court on the applications of twelve Negroes to two white schools. Under the "massive resistance" laws of Virginia, the schools were later to be closed by the Governor when the court ordered the admission of Negro applicants.

One Charlottesville parent, unable to accept closed public schools as the answer to the desegregation problem, decided to see what he could do about it. A public school teacher gave him the names of several people who might be interested in discussing the problem. He found three other parents who felt that something should be done and were tired of waiting for others to do it.

Seven parents came together for the first meeting to determine how the community could be aroused to voice opposition to closed public schools. These seven organizers did not represent any particular civic group nor were they identified with integrationist or liberal organizations. They were just concerned parents.

After a telephone call to a leader of the Arlington Committee, the organizers decided to form a similar Committee. Because of the imminence of the court decision, it was decided to call an organizational meeting four days later. They obtained copies of the Arlington Committee by-laws, objectives, membership literature, and history, using these as patterns for their plans for organization.

The organizers telephoned friends and neighbors and all who they thought might be interested, inviting them to attend an organizational meeting. They called upon prominent local businessmen and civic leaders, trying to interest them in assuming the leadership of the group. There were few volunteers in this quarter, but, they found many citizens like themselves who were concerned and had been waiting for someone to start a public movement.

Each person who attended the organizational meeting was handed a statement of objectives. Over 200 attended the meeting and 167 of these signed membership cards. The objectives were discussed, a motion to organize and to approve the objectives was passed, and a resolution was adopted calling on the school board to request the Governor to return the Charlottesville schools to local control. An executive board of seven was elected. This was empowered to complete the organization of the Committee and to act for its membership.

During the following weeks, the Committee directed its efforts to increasing its membership and awakening the community to the need for maintaining public education. By the first of November membership in the Committee had reached 1,000.

The principle lesson to be learned from the experience of the Charlottesville Committee was that organization should take place before the crisis. By waiting until the need for action was acute, the Committee found itself overburdened with organizational problems at a time when the total effort should have been directed to action. Also, by not organizing until school closing was imminent, feeling in the community had been allowed to harden and leaders in vulnerable business and professional positions were reluctant to expose themselves and risk economic reprisals.

Nevertheless, a feeling of loyalty to public schools was kept alive during the five-months' resort to private schools, and many school patrons insisted that they were patronizing private schools from necessity and only until the public schools should be opened again.

Norfolk (18

~~Norfolk Committee Deals School-Closing A Crushing Blow~~

A small group of parents met several times during the summer of 1958 to discuss what could be done to keep Norfolk schools open and to prevent violence if there schools should open in September on a desegregated basis. When September came and six schools were closed, shutting out nearly 10,000 pupils, this group called on the Arlington Committee for advice and material, and went to work.

The Norfolk Committee for Public Schools was formally organized September 16, 1958. A prepared statement of purpose was adopted and

officers and executive committee were elected. It was decided to announce the formation of the Committee and solicit public support by means of newspaper advertising and general publicity as soon as the support of community leaders could be obtained.

Prominent businessmen and civic leaders were personally contacted and asked if they would join with 100 or more like themselves in a public announcement of support for the purposes of the Committee and for the reopening of the Norfolk schools.

On September 24 and 25 the Committee placed a nearly-full-page ad in the two Norfolk newspapers. The ad stated the purpose of the Committee, gave the names of the officers and executive board, listed the names of 150 prominent citizens whose support had been obtained, and invited others of like mind to become members.

A downtown office was opened and manned with volunteer workers. On September 30, a further ad in both newspapers asked citizens to clip and return a coupon requesting the city council to join a willing school board in petitioning the Governor to return the closed Norfolk schools to local control. The gratifying results of this newspaper poll were used by spokesmen for the Committee in appearances before the city council urging its support in the effort to obtain the return of the schools for operation by the city.

On October 9 a rally of women volunteers was held for the purpose of organizing a house-to-house canvass for increased membership in the committee. By this and other means the membership had reached 6,500 by early November.

In response to a request from a number of white parents, the Committee agreed to furnish legal assistance in advancing a suit in Federal

Court designed to force the reopening of the closed schools. This was the famous "James vs. Almond" case, which resulted in the downfall of Virginia's "massive resistance" laws, the reopening of the Norfolk schools, and the prevention of school-closings in other Virginia communities.

The Norfolk Committee for Public Schools assumed the responsibility for raising the $8,000 to $10,000 necessary to finance the suit in the various courts.

Warren County (18

~~Warren County (Front Royal)~~

The people of this county seemed stunned when unexpected and swift court action resulted in an order for the immediate admission of 21 Negro applicants to the Warren County High School, and the Governor, under the "massive resistance" laws ordered the school closed immediately. The sense of shock was evidenced by the complete silence and ~~lack of~~ apparent ~~action by~~ apathy of the leadership of the community.

However, there was not a complete lack of action. On the night the school was closed three parents took council to see if anything could be done to gain community support for reopening the school. One mentioned the Committees for Public Schools that had been formed now in Arlington, Charlottesville and Norfolk. Arlington leaders were called on for advice and material.

Two nights later a group of twelve citizens met and decided to form a Committee. Proposed by-laws and organizational plans were developed. Four days later four members of this group went to Richmond and met there with leaders of the three Committees already operating in Arlington, Charlottesville and Norfolk. A week later an organizational meeting was held in Front Royal. All persons interested in reopening

the school, even if it must be integrated, were invited to attend. Eighty-seven ~~members organized the Committee at this first meeting~~ met and organized a Committee for Public Schools.

In the meantime, however, most community leaders remained silent, while extreme segregationists began public appeals to the emotions of the people. In a short time anti-Negro, pro-segregation sentiment had spread throughout the county.

Warren County stands out as an example of what can happen in almost any community in the South if the moderate community leadership fails to consider, in advance of the crisis, the damaging results of closed schools.

The Warren County Committee for Public Schools has continued to work more or less quietly and has a membership of above 200.

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~~Separate~~ Committees Get Together

As the pioneer Committees were organizing in the four communities immediately threatened with school-closing, conferences were held by telephone or by visits among the leaders. As a result, the pattern of organization of the groups developed along similar lines. In October 1958, at the request of Warren County leaders, representatives of the four groups met ~~together~~ for the first time in Richmond. This meeting took the form of a round-table discussion of the problems facing the Committees and ways and means of increasing ~~its~~ their effectiveness.

Those attending this meeting agreed that another should be held early in November and that consideration should be given to forming a state organization.

~~Local Committees Meet Again~~

The next meeting was held in Richmond on November 8, 1958. In addition to seventeen representatives from the existing Committees, individuals from Alexandria, Fairfax county, Lynchburg and Richmond were now present. At this meeting and at subsequent meetings, by far the most interesting and exciting part of the agenda were the reports of the local Committees, particularly those of the pioneer groups.

The meeting heard a complete report and forecast on the current legal situation in Virginia, given by Mr. Warren Cox, chairman of the legal sub-committee of the Arlington Committee. The two pending suits testing the validity of the "massive resistance" laws were explained by Mr. Cox. One suit, "Almond vs. Day", was brought by the State itself directly before the Supreme Court of Appeals of Virginia. This sought an opinion on the validity of the school-closing law, certain provisions for tuition grants for private school education, and the provision in the 1958 appropriation act for withdrawing State funds from integrated schools. It also sought to test the soundness of the contention of State authorities that the Federal Court prohibition against segregated schools had made inoperative Section 129 of the State Constitution, which requires the State to maintain public schools, on the theory that Section 129 had reference only to segregated schools.

Mr. Cox also discussed the "James vs Almond" case, in which 26 Norfolk residents, including 11 children, were challenging the school-closing law in the Federal Court on the ground that closing the Norfolk schools, while permitting the schools in the rest of the State to operate, was depriving the plaintiffs, and all others in Norfolk, of equal protection of the laws and was in violation of the 14th amendment of the United States Constitution.

Mr. Cox predicted that the results of these suits would be to establish clearly that Virginia had a choice only between: (1) allowing some integration in the public schools or (2) closing all schools in the State; and further that the latter choice could be effected only by amending the State Constitution.

The group unanimously agreed that another meeting should be called in a few weeks, and that this meeting should take steps to form a state organization or federation of local committees. Dr. J. L. Blair Buck of Richmond consented to serve as a Temporary Coordinator and to set up a message center for the exchange of information.

It was agreed that the committee members and others would contact local leaders in their communities to determine those who would be willing to join with others throughout the State in launching an all-out appeal for support of public education. Local representatives were asked to send to Dr. Buck suggestions and plans for statewide publicity and for the distribution of educational leaflets and other material of an educational nature, ing on the advantages and need of public schools.

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The State Committee is Formed

The next meeting was called by Dr. Buck as Temporary Coordinator and was held in Richmond on December 6. Seventy-five attended, forty from Richmond and the remaining 35 from 14 different cities and counties. In addition to laying plans for a central state organization, the meeting served as a means of acquainting Richmond leaders with the work of the local committees in other areas and providing a stimulus for the organization of a local committee in the Richmond area.

Many excellent statements concerning the need for alerting the State to the danger of losing our public schools were made by prominent businessmen and civic leaders.

The Temporary Coordinator reported that a downtown office in Richmond had been obtained and would be staffed to serve as a "message center" and as headquarters for any work needed to be done in developing a coordinated state effort.

Official action taken by the group included:

(1) Declaration of intention to form a State organization, the name to be decided by a committee to be appointed by the presiding chairman;

(2) Authorization for the chairman to appoint a committee of seven, representing the geographical areas concerned, to formulate principles and plans for organization;

(3) Authorization for Dr. Buck to continue as Temporary Coordinator and chairman of the organizing group; and

(4) Approval of the following statement of purpose: "We affirm our determined support of free public education for every child in Virginia. We believe that this should continue to be guaranteed by the Constitution of Virginia."

The organizing group, which the Temporary Coordinator appointed to serve as a pro-tem Steering Committee, consisted of representatives from Arlington, Charlottesville, Norfolk, Richmond, and Waynesboro. A seventh member, from Newport News, was added later.

The formal organization and the election of permanent officers and Executive Board members was not completed until the fifth meeting of the Steering Committee which was held on February 14. However, the central

Richmond office began operating, almost immediately following the December 6 meeting, under the direction of the Temporary Coordinator.

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First Steering Committee Meeting

At this meeting in Richmond on January 7, 1959, the following action was taken:

(1) The name "Virginia Committee for Public Schools" was adopted.

(2) It was agreed that the officers would be: President, two or more Vice-Presidents, Secretary, and Treasurer.

(3) Approval of a motion to provide for a Board of Directors of not less than 21, with an Executive Committee of nine (geographically selected), and that authority be given for this Executive Committee to increase its membership. A later motion named the Steering Committee members, plus the Temporary Coordinator, as the Executive Committee.

(4) Provision for appointment of standing committees for Finance, Legislation, Membership, and Publicity, and for an Executive Secretary.

(5) Adoption of the following Statement of Principles:

"We believe that a state-wide system of public education is essential to the welfare of Virginia. Our belief rests on the following premises:

"That representative government depends for its success on an educated electorate; that the economic prosperity of Virginia depends upon a high level of educational preparation of the youth of the Commonwealth.

"If the public school system of Virginia is abandoned or allowed to deteriorate, we believe:

"That the cost to parents of private education would prevent the education of large numbers of children;

"That the absence of public education through any prolonged period of time would lead inevitably to widespread discouragement and even demoralization among the children and youth of the state with rising welfare and delinquency problems resulting;

"That drastic dislocations in the economic balance of the state would be caused by movements of population from communities without public schools;

"That new industry ~~will~~ would not be attracted to Virginia and existing industries would in some cases withdraw their plants from the state with a resultant loss of employment opportunity for all people of the Commonwealth; and

"That property values would drop, with resulting loss to householders.

"We therefore affirm our determined support of free public education for every child in Virginia. We believe this should continue to be guaranteed by the Constitution of Virginia."

(6) It was agreed that the membership cards for the Virginia Committee would carry the above affirmation.

Organization Limited to White Citizens

Dr. Buck, who was elected Acting Executive Secretary at this meeting, explained the reasons why it seemed necessary to adopt a policy of limiting

membership in the Committee to white residents of Virginia:

(1) It was hoped that this policy would help counteract the oft-repeated statement that the white voters of Virginia would prefer to abandon public schools entirely rather than accept any integration.

(2) The hope of securing a large number of white members could not be realized through a bi-racial committee in the present climate of public opinion.

Dr. Buck explained that this subject had been discussed with several Negro leaders and they had a thorough understanding of the reason for restricting the membership of the Committee.

A chairman of a special By-laws Committee was appointed and asked to draw up a set of proposed by-laws for presentation at the next meeting.

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Second Steering Committee Meeting

The second Steering Committee Meeting was held in Richmond on January 24, 1959. This meeting came four days after the Virginia Supreme Court of Appeals and the Federal District Court handed down decisions which shattered the "massive resistance" laws of Virginia.

The by-laws proposed by the special committee appointed at the previous meeting were studied, discussed and adopted. The by-laws were made as simple as possible. They provided for officers and Executive Board as agreed upon at the January 7 meeting. Broad power to act for the membership of the Committee was given to the Executive Board. The Executive Secretary was made responsible for carrying out the operations of the Committee. The work of the Committee would be financed through contributions received from local committees, members and friends.

The by-laws provided for two types of membership in the State Committee:

(1) Individual membership for those in areas where a local Committee did not exist, and

(2) The automatic membership resulting from being a member of a local committee which is affiliated with the State Committee.

The question of incorporation of the Virginia Committee for Public Schools was discussed. It was agreed that the legal committee should be asked to study the question and proceed with steps to incorporate if it found this to be desirable.

It was agreed that an Advisory Board of prominent leaders from all parts of the State should be set up.

The Acting Executive Secretary was made chairman of a nominating committee and asked to bring in a proposed slate of officers and Advisory Board members for consideration by the Executive Board.

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Executive Committee Meets

(The Steering Committee had now become a part of the Executive Committee). A third meeting was held in Richmond on January 31, 1959.

The committee heard reports of successful efforts to form local Committees in Alexandria, Fairfax County-Falls Church, Newport News and the surrounding Peninsula area, Richmond and Waynesboro.

The representatives from Waynesboro reported that the General Manager of the General Electric plant there, Dr. Louis Rader, had sent a letter to heads of industries and business in Virginia asking them to join in the support of the Virginia Committee for Public Schools.

A statement concerning the political situation in the State was prepared, adopted, and released to the press. This statement commended the Governor for the moderate position he had taken at the opening of the special session of the General Assembly earlier in the month. It also noted that the Governor was appointing a special commission for study and recommendations for legislative action and urged that ~~the~~ this commission include outstanding leaders in the fields of education, business, and the professions. It called upon the members of the various committees for Public Schools and the people in general to let the Governor and the General Assembly know that the preservation of the public schools was a primary condition to any solution of the problem.

Fourth Meeting

A fourth meeting was held in Richmond on February 7, 1959. The greater part of this meeting was taken up by discussion of the legal situation concerning public schools and action to provide for individual and group encouragement to the Governor and to members of the General Assembly who were known to be champions of public schools. Letters from the Governor and from two members of the General Assembly were read, urging the Virginia Committee for Public Schools not to relax its efforts.

The Acting Executive Secretary read a proposed letter to be sent to the teachers of the State asking them to join the Committee and support its efforts to preserve the public schools. The letter was approved, with the suggestion that a similar letter be sent to leaders in other groups such as the Association of American University Women, the League of Women Voters, the Ministerial Associations, etc. Dr. Buck also explained steps he had taken to enlist the support of educators in the colleges of the State.

The Executive Committee approved the suggestion that a budget for financing State Committee activities be prepared and that all local Committees be requested to subscribe a share of the financial aid required for the budget.

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~~Fifth Meeting~~ - Organization Completed

At the fifth meeting of the Steering Committee (now Executive Committee), on February 14, the election of permanent officers completed the organization of the Virginia Committee for Public Schools. The officers elected were:

President - - - - Dr. J. L. Blair Buck, of Richmond

Vice Presidents - - Mr. Edmund Campbell, of Arlington
Judge H. G. Cochran, of Norfolk
Col. Francis Pickens Miller, of Charlottesville
Mr. Knox Turnbull, of Charlottesville

Treasurer - - - - Dr. James R. Sydnor, of Richmond

Secretary - - - - Mr. Eugene Pickett, of Richmond

Mr. William Lightsey of Arlington was appointed full-time Executive Secretary.

The committee was advised that the Fairfax-Falls Church Committee for Public Schools had been formally organized on February 8, at a public meeting attended by over 800.

Dr. Buck reported that a letter had been sent to 64 local education associations, requesting teachers to become members of the Committee and to aid in recruiting other members. A similar letter was sent to college faculties.

The Membership Committee chairman reported that his committee had met in Front Royal on February 9. The State was divided into four areas

and a member of the committee was assigned to carry out extension work in each area. Twenty-two localities were chosen for immediate attention because individuals in these localities had already evidenced interest in forming local committees.

Mr. Lightsey, the newly-appointed Executive Secretary, reviewed plans for helping organize committees in Lynchburg and Roanoke, for increasing statewide publicity, and for maintaining close contact with members of the Governor's special Commission on Education and with other members of the General Assembly.

It was agreed that the Committee needed to study the various legislative proposals that were under consideration by the Governor's (Perrow) Commission and decide upon the position to be taken by the Committee. A set of proposals prepared by the legal sub-committee of the Arlington Committee was distributed. It was agreed that these proposals would be studied in the various local committees and the positions of the local committees developed and reported at the next meeting.

~~Subsequent Executive Committee Meetings~~

With the organization of the Virginia Committee for Public Schools completed, subsequent meetings of the Executive Committee were devoted to plans for spreading the local committee to other areas of the State, and to legislative and political action during the special session of the General Assembly.

Expanding the Movement (18

~~Extension Work of Virginia Committee~~

One of the most important services of the Virginia Committee is that of giving advice and assistance in the organization of local committees.

Membership in the Virginia Committee for Public Schools is urged for individuals in areas which have no organized local committee. As membership cards come in to local committees and "at large" membership cards from unorganized areas come in to the state office, these members are asked to send in the names and addresses of acquaintances living in other parts of the state who might be interested in membership in the Virginia Committee for Public Schools.

Letters with enclosed membership cards sent to leaders of local Parent-Teacher Associations, Virginia Education Associations, League of Women Voters, AAUW, Ministerial Associations, and similar organizations are another means of recruiting membership in unorganized areas.

The initial action to organize a local committee in a given area has not been dictated necessarily by the number of membership cards on file for individuals in that area. However, when over 25 membership cards are on file from a particular unorganized area, efforts are made to organize a local committee.

Experience has shown that there is no set pattern or procedure that can be followed by the state organization in rendering effective assistance to the organization of local Committees. The several plans that have worked successfully can best be explained by giving the following examples of local committees already organized.

[redacted] State Committee Initiative

(Examples: in Lynchburg and Washington County) - The State organization had received a number of membership cards from the area and had also had expressions of interest in organizing a local committee from one or more of those members. Working with one or two members from the area, a list

of all persons in the area who might be interested was prepared. A letter was sent from the State office to every person on this list, asking ~~them~~ him to attend a discussion meeting at a given time and place. With this letter went informational material concerning the Committees for Public Schools -- the who, what, and why of these organizations, a list of the Advisory Board of the Virginia Committee, and a statement of the need for such organizations.

At this first meeting the President or Executive Secretary of the Virginia Committee explained the mechanics of organization of a local Committee. Samples of by-laws and other materials from other local committees were distributed and discussed. A local leader suggested at the meeting that an organizing committee be elected by those present and given authority to draw up proposed by-laws and appoint a nominating committee for officers for a local committee. From this point the local organizing committee carried through and arranged for a formal organizational meeting. After ~~which~~ that the local Committee was in business.

Local ~~People Take the~~ Community Initiative

(Examples: Blacksburg, Newport News, Radford, and Rockingham County.) Usually one, sometimes several, interested individuals recognize the need for organizing ~~those~~ people who are concerned about the threat to public schools. They ask for advice from the State organization and get material and other help from the leaders of nearby local committees already organized. In these cases an organizing group is formed at a meeting of those who have indicated an interest. At a later meeting, usually open to the public, formal organization is accomplished by adoption of by-laws and the election of officers.

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Initiation by ~~Nearby Local~~ Neighboring Committee

(Examples: Alexandria, Blacksburg, and Fairfax-Falls Church.)

Leaders in local committees already organized approach community leaders in a nearby community and offer assistance in organizing a local committee, selling the need for organizing. The same pattern of setting up an organizing group and arranging for formal organization is used as when the State organization provides assistance, except that advice and assistance is given by the leadership of the nearby local committee. (If local committees can be persuaded to devote more effort to this activity, the effect of their own work is multiplied and the organization of local committees throughout the state can be accomplished more quickly and at less expense.)

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Legislative Activity

NOTE: Most of the legislative activity described herein centers around the 1958 special session of the General Assembly, particularly the crucial 28 days in April when that body was considering the legislation recommended by the so-called "Perrow Commission."

The strong voice of the Committees for Public Schools was heard time and again during the recent special session of the General Assembly. Through letters and statements at public hearings by representatives of the Virginia Committees for Public Schools and local committees from all parts of the state, and through the thousands of telephone calls, telegrams, letters and personal contacts from individual members throughout the state, the Governor and members of the General Assembly were made increasingly aware of the fact that the 25,000 members of the Committees for Public Schools were not willing to sacrifice Virginia's system of public schools.

It was only after the formation of the Committees for Public Schools that for the first time in more than three years the noise of the "massive resisters" was offset by the great moderate body of citizens who realized the absolute necessity for providing public education for all.

Differences among members of the General Assembly divided the House and the Senate almost evenly. Members of both houses have said that the legislative activity of the Committees for Public Schools and its members played a vital part in securing the passage of the Almond-Perrow legislation. Without the work and interest of the Committees for Public Schools, Virginia might now be facing the prospect of no state system of public education.

Chronological Account of Legislative Activity

Following is a chronological account of the legislative activities of representatives of the Virginia Committee for Public Schools:

February 9 -- On the basis of action taken at the February 7th meeting of the Executive Board, a letter was sent to Governor Almond, commending him for the position he had taken on behalf of public education.

February 16 -- A letter was sent to each member of the Perrow Commission offering the support of the Committees for Public Schools for all constructive proposals of the Commission, and expressing concern for the preservation of Sections 129 and 133 of the State Constitution.

February 27 -- The Executive Board and the legal committee developed a statement for presentation at the public hearing before the Perrow Commission on March 6.

March 6 -- The President of the Virginia Committee for Public

Schools made a statement at the public hearing before the Perrow Commission. He expressed appreciation for the constructive manner in which the Commission was approaching its task. He asked for maximum local autonomy, enactment of a compulsory attendance law, adequate safeguards in the disposal of surplus school facilities, and preservation of a state system of public education. Similar statements were made by representatives of local Committees for Public Schools from Alexandria, Arlington, Blacksburg, Charlottesville, Fairfax-Falls Church, Norfolk, Richmond and Warren County. Of 66 persons making statements at the public hearing, 40 spoke in favor of the maintenance of the public school system.

April 1 -- Chairman of local Committees were advised by telegram or telephone to withhold for three or four days any statements of position on the Perrow Commission report. This was done on advice of friendly legislators and to permit time to study and analyze the report.

April 4 -- The Executive Board and the legal committee met in Richmond to develop a statement of position on the Perrow Commission report.

April 6 -- A statement on behalf of the Virginia Committee for Public Schools was delivered to the Governor and laid on the desks of each member of the General Assembly when it reconvened at noon. This statement expressed the opinion that the Commission recommendations constituted the best plan yet advanced for meeting the problems resulting from the desegregation orders of the Federal Courts. It urged resistance to all efforts to delete or alter the constitutional guarantees of free public education. It asked for a strengthening of proposed legislation relating to disposal of surplus property, compulsory attendance, and transportation of children attending non-sectarian private schools.

April 13 -- The President of the Virginia Committee appeared at a hearing before the House Committee considering the pupil placement bill. On behalf of the Committee he urged approval of the total program recommended by the Perrow Commission.

April 13 -- An urgent appeal was sent by telephone and telegram to the local committees, requesting that letters and telegrams be sent to the Governor and legislators in opposition to the Wheatley Resolution. This resolution proposed constitutional amendments which would remove all requirements for the maintainance of public schools.

April 14 -- The Executive Secretary of the Virginia Committee for Public Schools appeared at a public hearing before the Senate Committee considering the pupil assignment and compulsory attendance bills, and asked for approval of these parts of the Perrow Commission program as the best plan for meeting the widely varied problems of the State.

April 15 -- Two memoranda were delivered to the Governor and each member of the General Assembly transmitting analyses of the effects of the constitutional amendments proposed in the Wheatley Resolution. It was interesting to note that in subsequent debates on the floors of the House and Senate, members used many statements from these analyses.

April 16 -- A telephone appeal was made to a number of the local Committees asking that their members immediately wire, telephone or write certain legislators in their areas. This was done at the urgent request of friendly legislators.

April 17 -- A prominent member of the Advisory Board of the Virginia Committee for Public Schools, made a statement at the Public Hearing before the House Committee on Privileges and Elections in opposition

to the Wheatley Resolution. Spokesmen for the following local Committees for Public Schools also made statements at the hearing: Alexandria, Lynchburg, Arlington, Norfolk, Rockingham County, Washington County, Newport News, and Fairfax-Falls Church. Although the Committee on Privileges and Elections reported the Resolution favorably, four members reserved the right to vote against it on the floor. The Resolution was defeated in the House the following Monday by the close vote of 53 to 45. There seems to be little question but that the strong showing made by the Committees for Public Schools contributed to the defeat of the Resolution.

April 28 -- An original letter was mailed to the Governor, to each member of the House who voted against the Wheatley Resolution, and to each of the 20 Senators who stood by the Almond-Perrow program, expressing the appreciation of the Virginia Committee for Public Schools.

Since the close of the special session of the General Assembly, which enacted legislation substantially in accord with the recommendations of the Perrow Commission, the legislative activity of the Committee has been devoted primarily to explanation of the new legislation to its membership and to the public.

An even more important responsibility which is being met by the Committees for Public Schools is in the field of politics. Local Committees were urged to use all possible means to encouraging citizens to vote in the July primaries and the general election in November and to participate in the nominating conventions, to endeavor to insure the election to the General Assembly, and to local Boards, of those candidates whose positions are unequivocally in favor of continued State and local responsibility for public education.

THE COMMITTEE FOR PUBLIC SCHOOLS LOOKS AHEAD

The job ahead for the Committees for Public Schools in Virginia is clearly set forth in a May 13, 1959 report to local Committees, from the President and Executive Secretary of the Virginia Committee for Public Schools, as follows:

Need for Continuing and Expanding State and Local Committees -- By a margin of one vote in the State Senate the Almond-Perrow program was enacted into law. A change of four votes in the House would have gained approval of the Wheatley Resolution with its abortive constitutional amendments. Recent statements by the still strong and vocal "massive resisters" show that they continue to hope and work for a change in this line-up -- to make it possible to abandon State responsibility for public schools when the General Assembly meets next January.

Our state and local Committees must remain active and grow stronger. One of our major and immediate responsibilities is to nullify the efforts of the extremists in the coming primary and in the General election -- and to insure that those legislators who stood firm on behalf of public education continue to hear from those of us who share the conviction that, above all, the State must discharge its responsibility for the education of its children.

The local Committees have another extremely important task. Recently enacted legislation places in the hands of local school boards and local governing bodies complete power to determine whether public schools as we know them will be continued, or will be starved to a hollow, worse-than-useless pretense. Our local Committees are vitally needed as a rallying point for those thinking people in the community who

recognize ~~that~~ the disaster that must inevitably follow abandonment of the local public schools. As the tragedy in Front Royal indicates, disaster can follow in any community which fails, before the crisis, to organize a strong group of citizens who realize the damaging results of closed public schools.

Suggested Local Committee Activities for Summer Months

(a) Political Action -- Immediately urge your membership to actively support those candidates for local and State office whose past records or unequivocal public statements identify them as supporters of open, unimpaired public schools and continued State responsibility for public education. Urge their active opposition to those candidates who are identified as holding opposite views. (See General Assembly voting record attached.)

(b) Informing your membership -- Consider ways and means of informing your membership of the important legislative activity of the State and local Committees for Public Schools during the special session of the General Assembly. Thank them for the individual letters and telegrams they sent the Governor and those legislators who supported their views. Alert them to the probable need for similar activity before and during the next session of the Assembly. Information to your membership can be accomplished through a written report mailed to all members, through news media publicity, through open "letters to the editor" from your Chairman sent to local newspapers, through telephone committees, or combinations of these means.

(c) Increase the number of your members -- Have the officers of your committee talk in person with the local leaders of civic and school

groups. Ask to appear at their meetings to explain the work of our Committees and the importance of their growth and expansion. Take membership cards along and pass them out at these meetings. (It is particularly important that an early personal contact be made with the newly-elected P-TA presidents.)

(d) Provide for representation at State Committee Executive Board Meetings -- The success we have in gaining our objectives will be directly related to the growth in our State membership and the expansion of local committees in other communities. This growth and expansion can occur only with careful planning and direction by a strong central state group. It is important that each local Committee arrange to name a representative who can attend meetings of the State Executive Board. It is expected that this Board will meet about three times between now and September 1. Wherever possible the same representative from each local Committee should attend all meetings. In this connection, please note that the following paragraphs 5 and 6 point up the need for the Executive Board assuming more responsibility for the administration of State Committee activities.

(e) Assist in organizing locals in nearby communities -- With the necessity for reducing the operations of the State office and our inability to continue a full-time Executive Secretary, extension work can be continued only if those local committees already organized will accept the responsibility of encouraging and assisting with the organization of committees in communities near them. Suggestions as to ways of accomplishing this and a list of names of persons who have already evidenced interest in other communities will be sent to each local committee in the near future.

(f) Continue financial support of State Committee -- The work of the State Committee must be supported almost entirely by funds received from local committees. There is a great need for each local committee to strive to send additional funds to the State Committee as quickly as possible. Even if your accepted assessment has been met, any additional amount that can be spared is needed.

This booklet is available from the address below at the following rates, postpaid: single copies, 15¢ each; 10 copies or more, 10¢ each; 100 copies or more, 7½¢ each.

The Messenger Press

Box 312

Manassas, Va.

August 17, 1959

Mr. William Lightsey
231 N. Evergreen Street
Arlington 3, Virginia

Dear Bill:

I am sending you a copy of the current New South magazine which includes my abridged version of your write-up of the work of the Virginia Committee. I am a little embarrassed about the by-line since I simply rehashed your report. I hope that you feel the article gives a fair picture of your report and that my editorialized comments will not be too unpalatable.

Good luck with the continued work of the committee. I hope it does prove possible for you to continue to give it half-time attention.

Sincerely,

Paul M. Rilling
Director of Field Activities

PMR/sl
Encls. - 1.

September 10, 1959

Dr. J. L. Blair Buck
310 Hillwood Road
Richmond 26, Virginia

Dear Dr. Buck:

I am grateful for your card and your thoughtfulness in sending Mr. Kilpatrick's editorial on the private school analysis. We regarded Kilpatrick's "rebuttal" as something of an unintended compliment -- both because of the space he devoted to it and because of the concessions he makes to the unworkability of private schools as a large-scale substitute for public education.

We have the greatest admiration for you and your associates in the Virginia Committee, and I trust the Fall will bring renewed vigor and effectiveness to its efforts.

Paul Rilling joins me in kindest regards.

Sincerely,

Harold C. Fleming
Executive Director

HCFmf

J. L. BLAIR BUCK
310 HILLWOOD ROAD
RICHMOND 26, VIRGINIA

Aug 27 1956

Dear Mr Fleming:

The booklet "If the Schools are Closed" is excellent and I want to congratulate Mr. Greene & Mr. Jameson. I am enclosing an editorial by our notorious Jack Kilpatrick of Interposition fame - this is characteristic of his negative and destructive way -

The pamphlet Race & Intelligence is also a valuable contribution and I am

very glad to have the [illegible] report.

The Special Report of August 17 1959 is well done and I congratulate you on this job.

Our committees are now pretty much in suspended animation until September when they were active —

We miss Paul Rilling —

Write every good wish

Sincerely

J. Blair Buck

P.S.
Hummel had a chance to know her new mom —

April 1, 1960

Dr. J. L. Blair Buck
310 Hillwood Road
Richmond 26, Virginia

Dear Dr. Buck:

Thanks so much for your recent letter informing me of the recent development within the Virginia Committee.

You, Bill Lightsey, and your many co-workers have done a wonderful job, one that would have been impossible without the time and leadership which you gave so freely. It is comforting to know that the machinery of the Committee is on a stand-by basis, in case an acute need for it should arise again.

As to the booklets, we understand that situation perfectly. It is not necessary for you to ship the remaining copies back to us, unless you feel they should be preserved here.

Our very best wishes to you, now and always,

Sincerely,

Harold C. Fleming
Executive Director

HCF/mf

Return to HCF

Virginia Committee for Public Schools

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Richmond 19, Virginia

TELEPHONE MILTON 9-0559

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Mr. Edwin T. Holland *Arlington*
Miss Pela Plummer Hundley *Newport News*
Mrs. W. W. Kavanaugh *Roanoke*
Rt. Rev. W. H. Marmion, D.D. *Roanoke*
Dr. Peter Mellette *Richmond*
Mr. Benjamin Muse *Manassas*
Dr. William F. Quillian, Jr. *Lynchburg*
Mr. Leroy Spigel *Newport News*
Mr. Louis Spilman *Waynesboro*
Mr. Beecher E. Stallard *Richmond*
Dr. Louis Rader *Waynesboro*

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Mr. William M. Lightsey *Executive Secretary*

March 16 1960

Dear Mr Fleming:

The general assembly has ended its session and the attempt by the massive resistance Bloc to reopen the attack on schools fizzled out and we are closing out our office for the Virginia Committee - but have address will have to serve for awhile. 310 Hillcrest Rd Richmond 26 Va. The local committees will all carry on and we have not yet decided whether to abolish the State committee or to keep it on paper until the great fight two years from now when Byrd tries to recapture control by naming Gov. Almond's successor -

You have been wonderfully good to us and we are deeply grateful to you -

LOCAL COMMITTEES: Alexandria, Arlington, Blacksburg, Charlottesville, Christiansburg, Fairfax-Falls Church, Lynchburg, Norfolk, Peninsula, Richmond, Rockingham, Warren County, Waynesboro.

We have stored hundred copies of the bulletin "Organizing Some Public Schools" and I wonder whether we should ship them down to you. Bela Lugosi probably told you that one of our Adult Committee members asked us not to distribute any more because the local committee which he represented was not adequately treated. He's some showman! To hold up these pamphlets and waste them after all of your generosity and kindness but that's that!

Please excuse this scrawl —

With every good wish,

Faithfully,

Graham Bush

Regard to our host at see of Council we return to miss him. Glad Bennett is doing well —

Jess

Women's School Committee To Make Expansion Effort

The Women's Emergency Committee to Open Our Schools will initiate an expansion program soon aimed at establishing affiliated committees in other areas of Arkansas.

The chairman, Mrs. Joe R. Brewer, said this would be done through personal contact. The expansion was suggested by William M. Lightsey, field secretary for a Virginia statewide group with similar aims.

The Emergency Committee, which has disavowed either segregationist or integrationist motives, considers itself only as "for public education."

Lightsey is field secretary for the Virginia Committee for Public Schools, with some 18,000 members, and is president of the Arlington, Va., Committee to Preserve Public Schools, with some 4,500 members.

He conferred yesterday with Women's Emergency Committee officials at the home of Mrs. David D. Terry of 411 East Seventh Street, advising them of the methods used by the two groups he represents.

"He gave us many fresh ideas in telling of the Virginia program and their methods," Mrs. Brewer said. "We think we have found a way to crystalize our program and at the same time expand it."

Suggestions of Lightsey will be taken up at a meeting of the Committee Wednesday, Mrs. Brewer said.

The Women's Committee already has an unspecified number of members elsewhere in Arkansas—with a "very active" group at El Dorado, Mrs. Brewer said—but none of these has organized into separate committees.

Mrs. Brewer said her group was eager to do what the Virginia groups had done—"interest businessmen in the necessity of preserving our public school system."

Lightsey, who is on leave from a job with the United States Department of Agriculture to conduct the work of the two groups, returned home yesterday.

Va. Council

August 3, 1953

Mr. C. Emerson Smith, Director
Department of Christian Social Relations
Virginia Council of Churches
109 W. Grace St., Rm. 202
Richmond 20, Va.

Dear Emerson:

We have talked a good deal about the two excellent suggestions in your letter of July 13.

AMERICA'S TENTH MAN was the outcome, I think, of conferences Mr. Eleazer held in the late '30's on education and race relations. It must have been the outgrowth of requests in those meetings for a history of Negro matters. It has been a popular pamphlet, though we have not done much to push it with the teachers. It was revised by the Council in 1946, but, to my mind, not sufficiently revised to make it of maximum use in the present situation. And I have personally never liked the format of it very much. We have put down on the books a new revision, and when we can possibly get to it, we will work at it.

I have long agreed with you that one of the most important things to be done is to train the teachers and, therefore, children in some respect for the struggle of the Negro people. Meanwhile, if more copies of AMERICA'S TENTH MAN can be useful to you, let us know. We still have hundreds and hundreds of copies and could gladly let you have them for little or nothing.

Ditto on the film strip idea. We like it, and when we can get out of the present press, we will try to do something on it. Somebody else is trying one now, but I think it is likely to be more advanced than it should be for greatest usefulness.

I do wish you and I were physically closer together and could sit down on the good things to do.

Sincerely,

George S. Mitchell
Executive Director

GSM:ec

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109 West Grace Street, Room 202
Richmond 20, Virginia

W. CARROLL BROOKE, Chairman,
Department of Christian Social Relations

ISAAC A. HENDERSON
Minister to Migrants

July 13, 1953

Dr. George Mitchell
Room 432
63 Auburn Ave.
Atlanta 3, Georgia

Dear George,

I am enclosing an expense account for the meeting of the Educational Committee. We had a fairly good meeting and Dr. Ellison and Carroll Brooke were designated to select an educational secretary. I expect you will be seeing Carroll Brooke this week and will get further information from him.

It has occured to me that one specific thing which the Southern Regional Council can do to encourage acceptance of the Supreme Court's decision on schools would be to promote the use of the pamphlet "America's Tenth Man" in the public schools. The idea, of course, would be to develope appreciation and respect for the negro on the part of white children. It seems to me that the superintendent of every school division should have one, and should be encouraged to see that each school in his division had at least one copy in the library. Would it be possible for the Southern Regional Council to get some competent person to work up an outline showing how the pamphlet can be used in social science and sociology classes, and also suggestions for using the pamphlet in an assembly program or some similar presentation. These suggestions can be mimeographed and included with the pamphlet.

My next suggestion is one which would require considerable expense, but which might be worth thinking about. Would it be possible to make a film strip based on "America's Tenth Man" to be used for assembly programs and in social science, sociology, and possibly history classes? I believe that we could persuade a number of schools in Virginia to use such a film strip and that it would be effective in helping to prepare school children for possible intergration.

I am making these same suggestions to Miss Anna Green Smith and I would be interested in your reaction to them.

Sincerely yours,

Emerson

C. Emerson Smith
Director

CES:Bd

Enc.